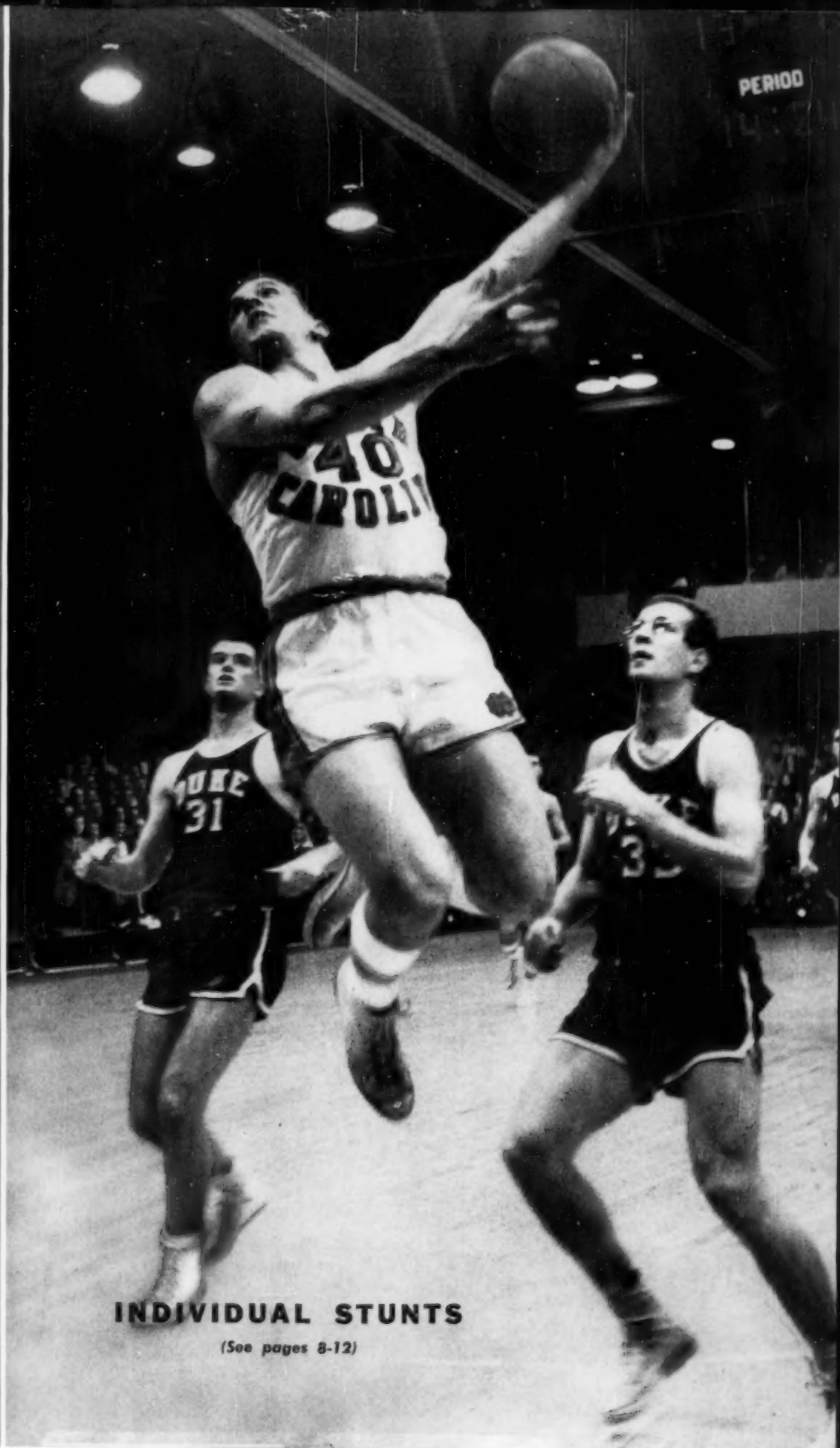


SCHOLASTIC COACH

OCTOBER 1958 • 35



INDIVIDUAL STUNTS

(See pages 8-12)

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STYLE KT



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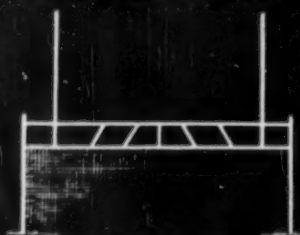
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VOLUME 28 • NUMBER 2 • OCTOBER 1958

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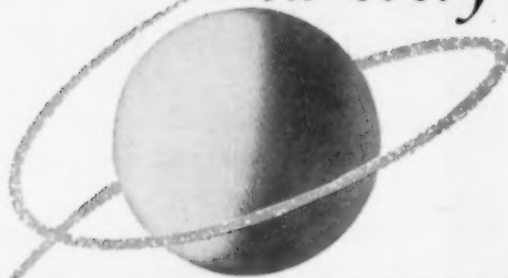
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P-7

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MAIL TODAY!

Mr. High School calls it a day

SOMETHING for everyone—that's our motto this month. The emphasis is on basketball, of course. But football, wrestling, cross-country, track, and hockey coaches will find at least one morsel to tickle the palate.

Even our carte of authors has a special spicing. No fewer than four of them are doctors. One more and we'd have opened a hospital!

SOMEHOW in the hurly-burly of summer vacationing and whipping up our first issue, we missed a most dismaying piece of news—the resignation of Mr. H. V. Porter from the National Federation.

The report hit us like a ton of Chicago Bears. We're still shocked and we still can't believe it. To us, and thousands of others, H. V. was "Mr. High School" himself—the keeper of the high school sports flame, the fellow who has done more for schoolboy sports than any one past or present.

An indefatigable worker, an ingenious equipment inventor, a masterful rules codifier, an implacable enemy of commercialism and overemphasis, and a fellow you could always count on when the chips were down, Mr. Porter leaves an appalling hole in the national administrative structure.

His contributions to the field are too myriad to recount here—the fan-shaped backboard . . . the molded ball . . . the state association bulletin . . . the recodification of the rules for high school sports . . . the special schoolboy hurdles and discus . . . the development of a comprehensive training program for officials . . . the phenomenal multiplication of National Federation publications and films . . . the protection of the athlete against exploitation—all have evolved from H. V.'s fertile mind and painstaking

research and promotion.

The great man from Illinois poured exactly 30 years of his life into state association and Federation work—30 years of imaginative and enlightened administration.

Today, the National Federation probably represents the most closely integrated athletic body of its size in the world, and its influence on sports has been truly stupendous. Thanks to its unremitting efforts to adapt sports to the high school level, millions of schoolboys are now playing games perfectly gaited to their physical, mental, and emotional needs.

In a sense, all this is a monument to "Mr. High School." On any given day, he can walk into any gym or onto any field, and find something he has contributed to the development of youngsters.



MR. H. V. PORTER

*The altruist's goal, the good of the whole,
Is not a utopian dream.
He lives the best, who contributes most
To the welfare of the team.*

IT'S always a pleasure to open the hoop season with a neat lay-up by Frank McGuire. The North Carolina curator of hooks and jumpers never misses with his forensic shots; and if you need a convincer just turn to his latest article on page 8.

A refreshingly candid gentleman, Frank makes no bones about his predilection for New York City ball-players. He permits a lot of free-wheeling in his offense, and he believes the big-city kids have a natural flair for it.

"They're practically weaned on it," he declares. "You've got to remember that about 18,000 New York cab drivers set out every morning with just one idea in mind—to get themselves a pedestrian. To survive their childhood, the city kid's got to perfect his sudden stops and starts, reversing, side-stepping, dodging, and changes of direction.

"And if he makes the subway in one piece, he gets another half hour or so of wonderful practice on ducking, elbowing, boxing out, and commando in-fighting.

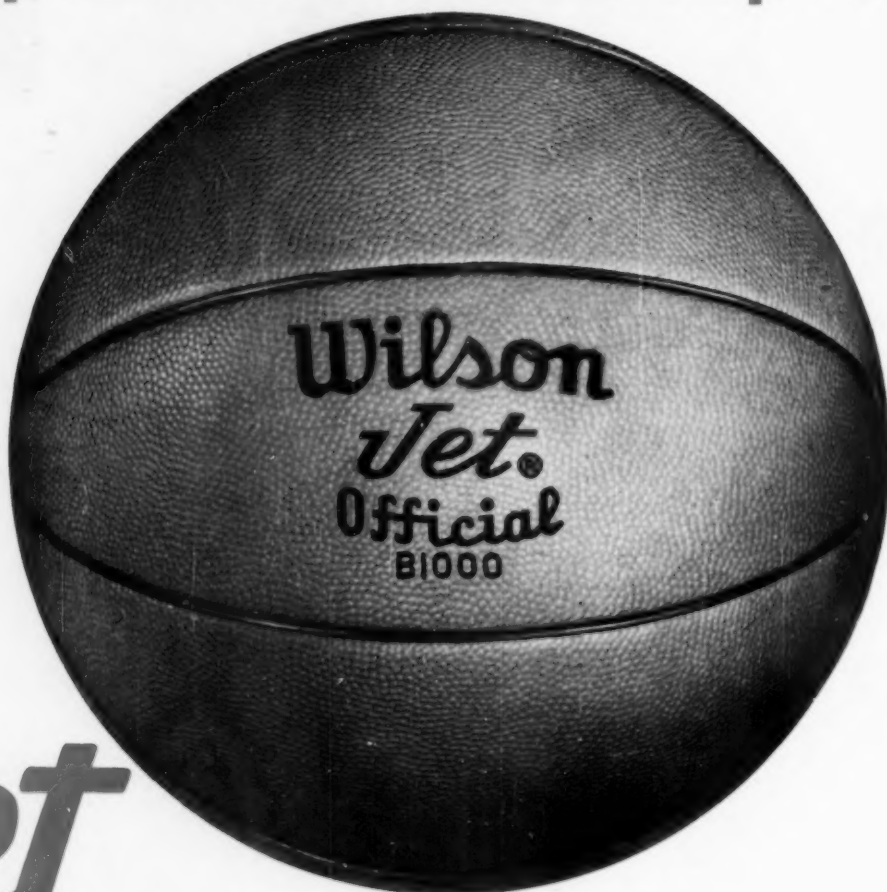
"By the time I get him, he's the slipperiest little devil you ever saw!"

HERE it is October and we're still suffering from Labor Day pains. That rat, Dolph Schayes, is to blame. The great pro all-star invited us to his beautiful summer camp at Plattsburg, N. Y., and we foolishly brought along our sneakers.

Having been the toast of our intramural league back at dear old Public School 57 (shortly after Dewey steamed into Manila), we thought we'd dazzle the kids with footwork.

Footwork? Hah! After one magnificent burst from the center circle to the foul line, we wound up with
(Concluded on page 46)

Keeping pace with basketball's speed



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THERE are many effective ways to attack a pressing defense. While the theories and techniques described herein are neither original nor foolproof, they have worked in the past—fitting the system and working best with the type of material we had at Hutchinson (Kans.) High School.

The psychological approach to use in breaking a press should be similar to the psychology of the pressing team. Most pressing teams are coached to believe that the offense must eventually crack—maybe in the first or second quarter or possibly not until the third or fourth period. Until then, the pressing team will be willing to concede a few cheap baskets.

The idea is to fight fire with fire. Use a similar approach in attacking a press. Your team will make a few mistakes, but as long as you force your opponents to play your style of game they'll either give up the press or fail to get the expected break. Use a deliberate style of attack. A pressing team wants to go, run, go, and when it's held back it has to change styles, or at least becomes tenser; hence, less effective.

There are 12 important fundamentals that must be mastered in order to smash a pressing defense. They're all based on one theory—eliminate the recovery time of the defensive man. They are:

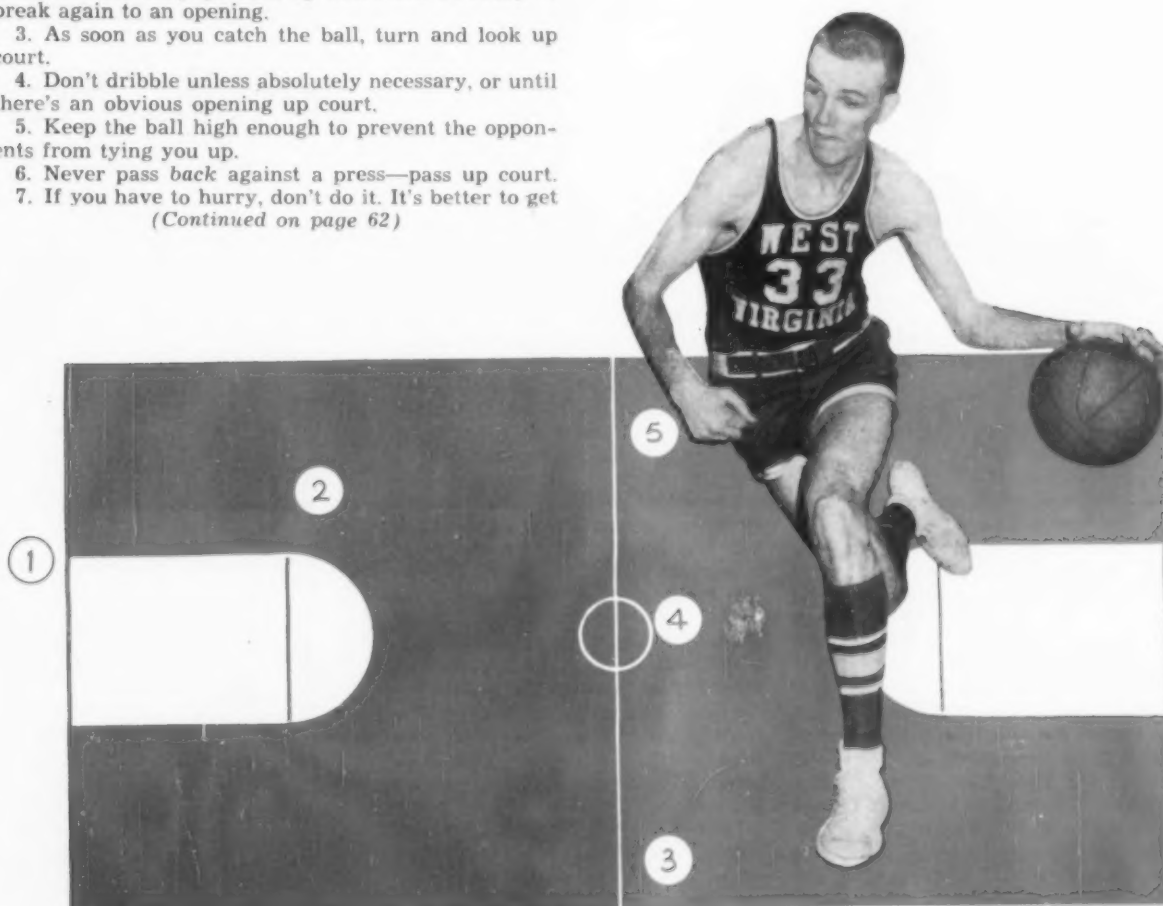
1. When in position to receive a pass, break in the direction of the passer and to an opening.
2. Anytime you break to receive the ball and fail to get it, immediately go back up court and be ready to break again to an opening.
3. As soon as you catch the ball, turn and look up court.
4. Don't dribble unless absolutely necessary, or until there's an obvious opening up court.
5. Keep the ball high enough to prevent the opponents from tying you up.
6. Never pass back against a press—pass up court.
7. If you have to hurry, don't do it. It's better to get

(Continued on page 62)

12 Basic Points in Beating a Press

By BRICE B. DURBIN

Asst. Exec. Sec., Kansas State HSAA
Former Frosh Coach, Wichita University



Demonstrated by Tommy Kearns

INDIVIDUAL STUNTS

By **FRANK MCGUIRE**

Coach, University of North Carolina

IN THIS atomic basketball age of the fast break, one-hand and jump shooting, our players are being given more and more leeway to exercise their initiative. The set, inflexible offense is becoming as extinct as the dodo—and good ridance. The wise coach sets up a general pattern of attack and then lets his boys free-lance within the framework of the passing and cutting maneuvers.

With players who are naturally fast, shifty, and resourceful, free-lancing poses no problems. But almost any player, no matter how limited his natural ability, can be equipped with a powerful bag of tricks.

The coach who builds up each individual's repertoire will have a team that will be able to capitalize on every defensive weakness, as well as cope with presses, zones, and other defensive shenanigans.

Let's see what an effective individual arsenal consists of, assuming you're the offensive player.

The first thing you want to do is determine your man's defensive skill. Take him into different sections of the court and see how he reacts. By feinting in different directions, a rather clear picture can be drawn of his game. After observing his methods of defense, select your tricks accordingly.

Sneak cut. For example, if your man turns his head to follow the ball, you definitely know he's a sucker. The very next time he turns his head, cut directly for the basket. Before he can turn to play you again, you should be laying up the ball for a basket.

If your man is playing you closely, you can easily lose him with a change of direction, reverse, or give and go.

Change of direction. After passing the ball to a teammate, start following the pass. Let's suppose you passed to the right. Move at about half speed in that direction. At the right moment, come down on your right foot, push off it hard, and cut for the basket off the left foot.

A particularly agile player can work the cut a little differently. Instead of coming down on the right foot, he can start bringing it forward and then suddenly cross-step with it diagonally to the left.

Reverse. Take your man toward the baseline, then start coming back up the floor. When about halfway up, reverse suddenly and break back to the basket. The idea is not to lose your man while coming out, but to encourage him to keep close.

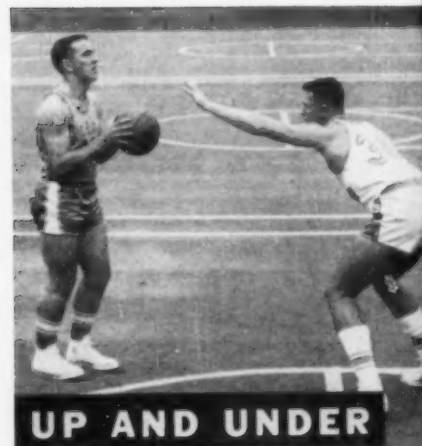
Footwork is the all-important factor, of course. Pivot on the back foot and cross back with the front (the right foot is the front foot on the right side of the court, vice versa on the left).

It isn't necessary to come to a momentary stop on the front foot—the traditional method of reversing. As you start stepping out on the front member, you can cross-step back sharply while it's still suspended in the air. Make it a long step.

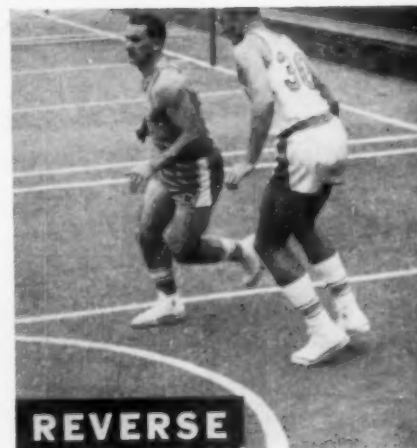
Give-and-go. This is nothing more than a change of direction off a dribble and pass. Start dribbling.
(Continued on page 77)



2 HAND SET



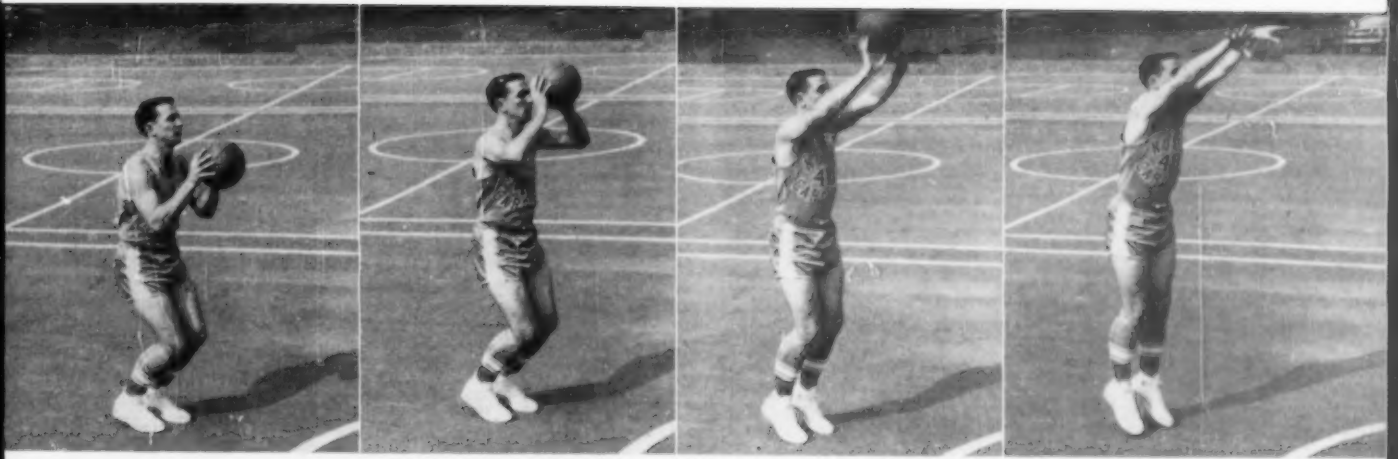
UP AND UNDER



REVERSE



FAKE AND DRIVE





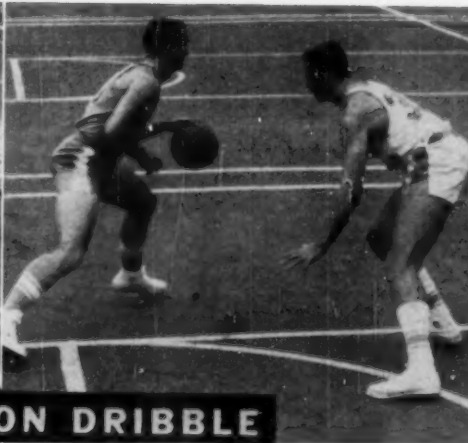
DOUBLE FAKE



HESITATION DRIVE



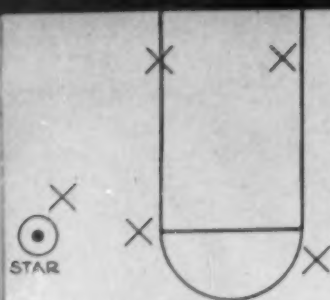
CHANGE OF DIRECTION DRIBBLE



CHANGE OF DIRECTION

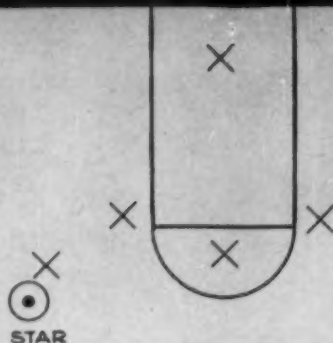






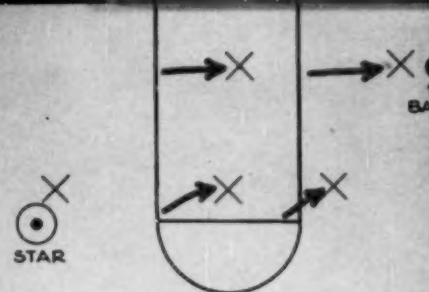
BOX-AND-ONE

Diag. 1



DIAMOND-AND-ONE

Diag. 2

ZONE SHIFT TOWARD BALL
BOX-AND-ONE

Diag. 3

Attacking Stacked Defenses

By JACK SULLIVAN, Coach, Fordham Prep, New York City

MANY a basketball coach has claimed, "I can stop any one man with a 'ganged up' defense," and has gone on to prove it. But this doesn't necessarily mean that stacked defenses are invulnerable. Far from it.

Don Walsh, Fordham Prep's one-man gang last season, spent the entire year proving it. Although a small man at 5-10½, and the team's high scorer since he was a 14-year-old soph, he averaged 25.3 points per game—despite the fact that 15 of the 20 opponents rigged their defense against him alone!

Two of the more popular Eastern defenses thrown against the diminutive ace were the box-and-one (Diag. 1) and the diamond-and-one (Diag. 2). Each basically is a four-man zone with the fifth man playing the opposing star on a close man-to-man basis. No matter where this star goes, the defensive man sticks to him like a shadow. In the meantime, the four-man zone simply plays the ball (Diags. 3 and 4).

The underlying theory is this: By the time the ball finally gets to the star player, he's not only covered by his individual opponent but by the four zoners as well.

Attacking the box-and-one. If your star player is covered in this fashion, the worst thing to do is let him "die in the corner." If he has a good corner shot, his guard won't let him get the ball. And when he does

get it, the guard won't let him shoot. Though the corner man may occasionally elude his guard, he'll then run into even greater trouble with the collapsed zone.

If your star player is a big man, two possible solutions present themselves, depending upon what kind of help he can get from his teammates.

The first method, though rather unscientific and crude, is probably the better. This simply consists of putting the big man close to the basket where he can shoot when he gets the ball or be in position to tap in the shots of others (Diag. 5).

The mere usage of such a defense against the big man may be accepted as a concession that he's stronger than the defense can handle with an ordinary man-to-man. For this reason, it's a wise idea to place him where he's strongest and the defense is weakest—under the basket.

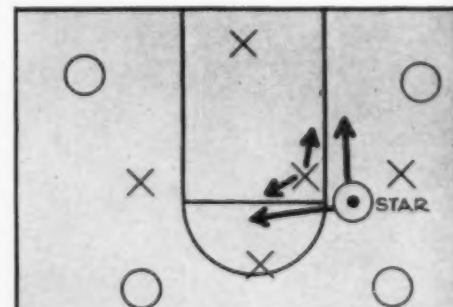
Foul-line attack: The second method, most often used, is recommended for a big man who doesn't enjoy a definite height advantage. Here the star is deployed on or about the foul line. This turns the box-and-one into a 2-1-2 zone (Diag. 6) and changes the diamond-and-one into a 1-3-1 zone (Diag. 7). From this point, the offensive team employs its favorite attacks against these zones.

In Diag. 6, an overload attack is

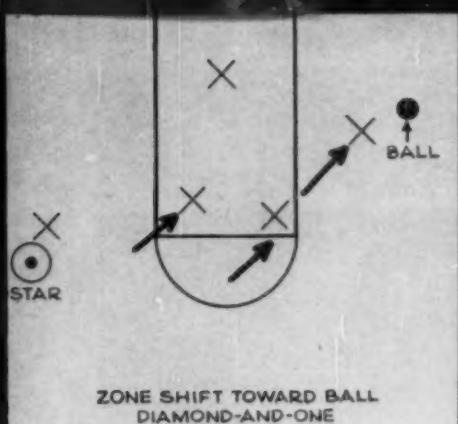
thrown against the artificial 2-1-2, and in Diag. 7 a 2-1-2 attack is thrown against the simulated 1-3-1. Since only one defensive player is left under the basket in the diamond-and-one, the 2-1-2 attack is easiest to exploit against it.

With Walsh being just 5-10½, we tried various methods. Once we even put him "in the hole"—at the foul line, as previously mentioned. But a small man at the keyhole proves useless, especially if the defense is wise enough to put a much taller man on him. When this happens, he cannot get off his outside shot, and obviously he cannot drive against a good zone.

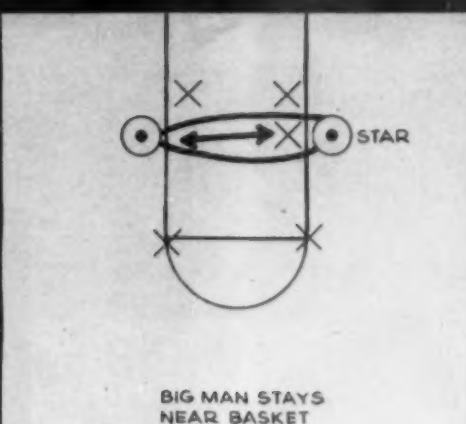
Cutting attack: For a while we

2-1-2 ATTACK VS.
DIAMOND-AND-ONE (1-3-1)

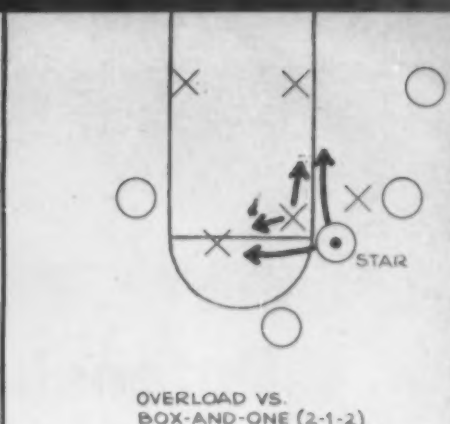
Diag. 7



Diag. 4



Diag. 5



Diag. 6

used a cutting game against both a zone and a box-and-one. As shown in **Diag. 8**, it consisted of three men cutting in succession toward the ball-handler, who had the option of passing to any one of them for a short shot.

The first cutter, 1, was our best shooter. If he didn't get the pass, he'd cut under the basket and eventually wind up on the weak side for an easy shot.

The next cutter, 2, would continue to the right corner if he didn't receive the ball from 4. Then the tall man, 3, would cut toward the ball. If he didn't receive the pass, he remained near the basket for rebounding purposes.

The purpose of these cuts was to confuse the zone defender at the foul line so that he would chase one of the cutters and thus open the area for the next cutter. If none of these cutters shook loose, the pass would go back to 5 who would relay it to the weak side to 1 (**Diag. 9**).

We found that Walsh scored practically at will from this attack. Against the box-and-one, it was up to him to run his man into the two zone men near the basket. This took a lot of shrewd maneuvering, but

he usually came up with the ball on the left side with time to shoot.

If we ran into a snag, the ball usually went to the corner, from 4 to 2, and then into the big man, 3 (**Diag. 9**)—or we would start over again.

However, this attack produced one big, unanticipated drawback, especially when we wanted to get the ball around to Walsh on the weak side. It turned out that he was running harder than anyone else on the court, tiring himself too much for our satisfaction. That made us turn to something else.

2-1-2 attack: We found that the best attack of all for a star backcourt man against a box-and-one is what we call a 2-1-2 attack with a screen. First of all, we pass the ball to our forwards in an effort to outnumber the deep zone men and then draw them away from our key backcourt man.

At the beginning (**Diag. 10**), we can usually outnumber the defense 3-to-2 near the basket. The first pass downcourt usually goes to the right corner, 4. He drives and gives to the tall man, 3, who shoots or gives to 5 after drawing the defense to him.

Against a diamond-and-one, with only one man under the basket, this is especially simple to do. The purpose of this is to outnumber the defense and score.

Naturally, a smart defense will start dropping back to clog up the attack. But this is what we want, or at least anticipate.

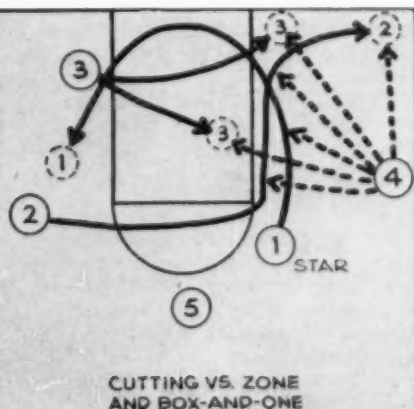
Diag. 11: As soon as our forwards are clogged up and cannot get their easy basket, the ball goes from 4 in the corner to our best shooter, Walsh (1). He passes to 2, our best ball-handler, who drives into the zone to the right toward the basket, stopping at the foul line.

No. 1 takes his guard forward, runs him into his defensive teammate, and cuts sharply to the left around the screen set up by 2, who hands off the ball for a shot or a drive toward the basket.

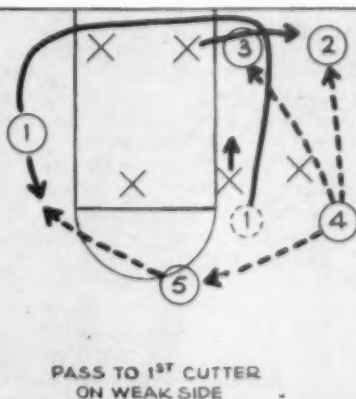
The guard, as previously observed, is backed up and run into his own man. If this doesn't lose him, 2's screen finishes him off. The left side should be completely open for a close shot.

Experience has proved that it's easy to drive from this position, for the defensive men, in shifting, seem

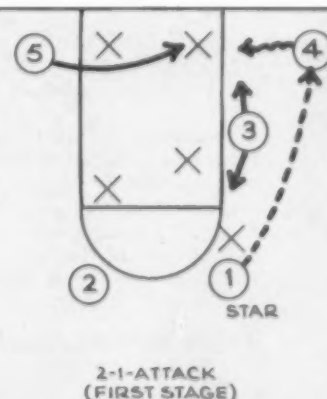
(Concluded on page 34)



Diag. 8

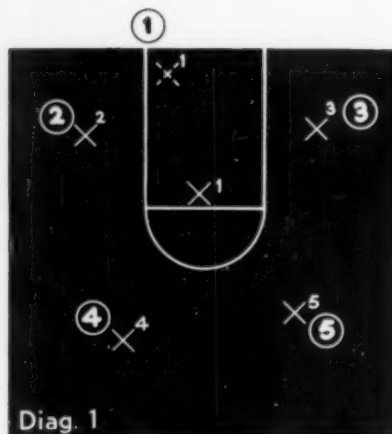


Diag. 9



Diag. 10

Defensing the Fast Break



AS POTENT as the fast break has become in modern times, it can still be slowed down and thus beaten. There are various ways of accomplishing this. The most common include: pressing the opponents in the back-court, keeping two men back, harassing the rebound men, and slowing down your own attack.

The first vital concern is a complete analysis of the opponents' game. A good scouting job is invaluable. You want to know how fast they are; how well they rebound, pass, and shoot; if their fast break is organized or haphazard; if it follows a set pattern, etc.

Then you must appraise your own squad in light of these facts. Have you the speed to run with them? Have you the replacements to stay with them for 32 minutes? Can you out-rebound them?

Once these facts have been determined, you can go ahead with your defensive plans. If your opponents subscribe to a rigid pattern of fast breaking, it shouldn't present too many difficulties.

For example, many teams will always pitch the ball out to the same man in the same spot. You can play hob with such a pattern by assigning a man to the outlet receiver. As soon as the opponents recover the ball, your man can instantly cut in front of the outlet receiver and intercept or deflect the pitch-out.

As another example: Suppose the opponents initiate the break by having their best dribbler bring the ball upcourt as rapidly as possible. You may put your fastest man on him, and as soon as the opponent starts dribbling, your man can close in on him and "bust up" the break.

PLAYING THE THROWER-IN

Many firehorse teams try to catch the defense off-guard by taking the

ball out-of-bounds as rapidly as possible. One of the best ways of slowing down this sort of attack is to have your tallest man play in front of the outside pitcher. By keeping his hands up, your big man can often force the offensive man to slow his pass-out, since he cannot make a fast pitch over the player's hands.

Naturally the big boy won't always be able to set up in time to harass the pitch-out. But if and whenever he can, he'll create a problem for the outside man.

Some years ago, in the 1945 N.I.T. tournament to be exact, the greatest firehorse team in the country, Rhode Island, stormed from a 21-point first-half deficit into a 4-point advantage in the first 10 minutes of the second half. During this 10-minute interval, Rhode Island, by pressing closely, so upset St. John's that the latter threw away many passes or had them intercepted.

Rhode Island was also breaking the moment it took the ball out-of-bounds and catching St. John's off guard. A 42-21 St. John's half-time lead was dissipated and Rhode Island led 55-51.

At this stage, Joe Lapchick, St. John's coach, an outstanding court strategist, had Ivy Summers, his center, stand in front of the rapidly tiring Rhode Island guard as soon as he obtained possession of the ball. This move prevented the guard from getting the ball away to set up the fast break.

Rhode Island was slowed down to such an extent that it was able to score only 5 points in the last 10 minutes of the game, in contrast to the 34 it had scored in the first 10 minutes of the second half. Thanks to this slow-down tactic, St. John's not only stopped the firehorse play

of Rhode Island but also broke their morale.

PRESS IN THE BACK-COURT

Against a good fast break team, it may be best to press them in the back-court, enabling you to steal misdirected passes. A team that finds its passes stolen soon becomes discouraged if not completely demoralized.

However, if your opponents have definite patterns against such a defense, it shouldn't be used as a slow-down process. It may boomerang on you.

Some teams have found a 2-1-2 zone press a good defense against a breaking team. It's usually set up as shown in **Diag. 1**.

The defense plays the ball and attempts to steal passes. They not only slow down the initial pass-out, but also try to intercept it. If the initial pass-out is successful, the defense fights the offense all the way down-court, keeping the three lanes covered. In other words, the 2-1-2 zone defense merely recedes until it's in its own defensive territory.

A slight deviation from the zone press usually thrown against the break in the back-court is shown by the broken figure (X-1) in **Diag. 1**. This pattern is better because it hampers the initial pass-out yet covers the sides well for possible interceptions.

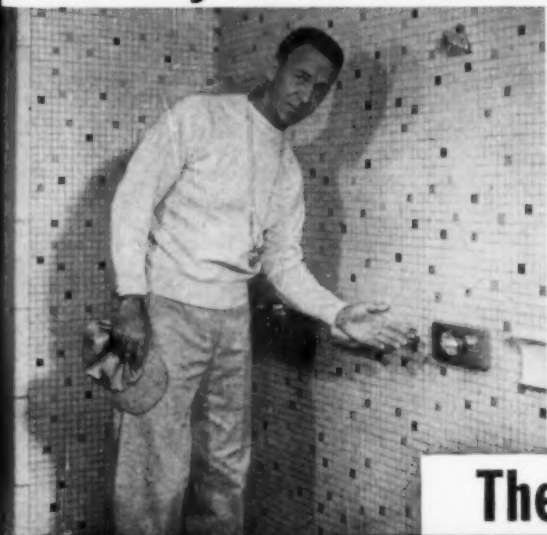
When the initial pass is consummated, X-1 retreats into the center area, fighting the opposition all the way down-court.

TWO MEN BACK

Another method of slowing down a fast break is to keep two offensive men back for safety at all times. These two should retreat in a definite manner when switching to defense to enable more defensive men to get back into defensive territory. They retreat straight back cau-

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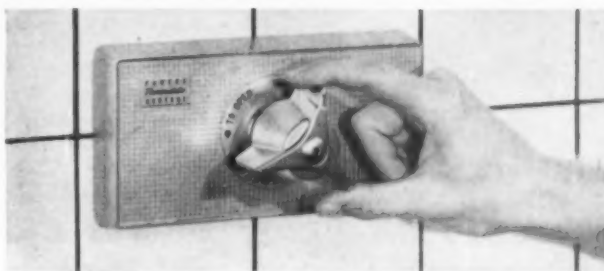
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tiously, without moving over to cover the fast break forwards on the sidelines. The temptation will be great to leave the middle lane in order to cover a forward dribbling down the sideline. But to do so is suicide.

The moment that either man covers the sideline, he leaves two areas open—the center and the other side—with but one man to play them. It's obvious that this will lead to lay-up baskets. By remaining close to the middle of the floor, the two safeties can cover three lanes fairly well and still be in position to rebound.

PRESS REBOUND MAN

Another method of slowing down the break is to crowd the rebounders and thus make it difficult for them to make the initial pass to start the break. This maneuver may find the crowders fouling too frequently, but it will prevent breaking after rebounds.

The crowded rebounder will start hurrying his passes, leading to many interceptions. This calculated maneuver will not only reduce quick-break baskets, but demoralize the offense.

If the defense finds that the rebounder is too clever to be crowded by one man, it may put two men on him. These two men forget about getting back on defense; they focus their attention on the rebounder. One man crowds the rebounder on one side, while the second man crowds him on the other. By keeping their hands up, they make it difficult for the rebounder to get that pass out. After they've accomplished this, they can get back on defense.

SLOW DOWN THE ATTACK

One of the more popular methods of slowing down the break is to play a deliberate attack. By playing possession ball and not taking poor shots, a team can keep the ball away from the fast break team.

It's a known fact that breaking teams become impatient when they cannot obtain possession. And a team that uses a deliberate pattern will find their opponents rushing its attack when it does get the ball. The result is many errors—poor, hurried shots and interceptions.

The deliberate attack should be planned to force the breaking team to move a great deal in covering the offense. It should also plan its defense well so that it gets back after it loses the ball.

In the finals of the New Jersey State Tournament between Wee-

hawken, one of the fastest high school teams in the country, and Merchantville, the latter's coach was able to score one of the greatest upsets in state history through carefully planned offensive and defensive strategy.

Weehawken, which had been averaging as much as 99 points against top-notch opposition, which had won the state title the year before, and which had defeated the best teams in the state, was a great favorite to win because of its tremendous breaking attack and great array of sharpshooters.

Yet the Merchantville coach had scouted them so well that he knew he'd have to drop his two guards completely out of the play. In working in the ball, his offensive alignment was as shown in **Diag. 2**.



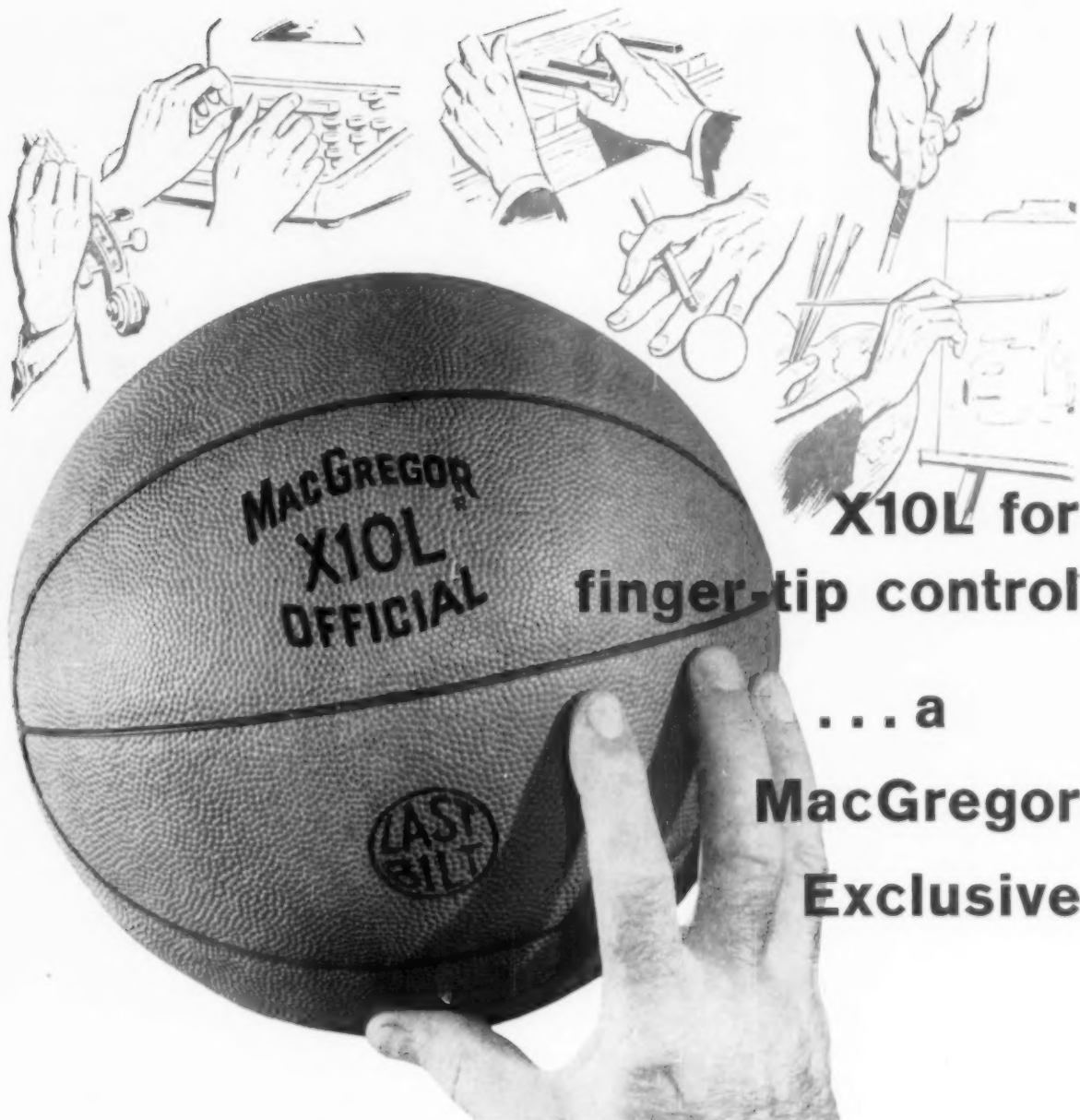
Diag. 2

In this pattern, the Merchantville guards, 4 and 5, were always in position to stop the Weehawken forwards. However, the Merchantville 6-4 center, being an important cog on the offense, was stationed under the basket. Since he obviously wasn't in position to pick up the Weehawken center, the Merchantville coach had 3, who was stationed near the foul line, drop into the middle lane the moment his team lost the ball.

This move enabled Merchantville's scoring aces, the forward and the center, to concentrate on offense. Since they were tall, they were able to follow every rebound until they either scored or tied up the guards.

Weehawken's fast break was slowed down because the Merchantville team worked the ball deliberately to those two men. When they couldn't shoot, they passed out again to the guards, who would pass in to these two until an opening occurred. They kept this up until good shots resulted. Meanwhile, the two guards remained stationary, ever ready to cover the forwards.

With this deliberate attack and defense, Merchantville forced Weehawken to play a slow game. The result was a great upset.



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10 Basic Basketball Coaching Points



SIX years ago, after five years of high school coaching, I entered the college coaching ranks. During these last six years, I've made a number of generalizations concerning entering freshman athletes, observed first in my capacity as head basketball coach at Muskingum College and now as freshman basketball coach at The Pennsylvania State University.

I believe there are a number of important points which should be emphasized over and over to high school basketball squad members, both collectively and individually, particularly if they're planning to attend college.

The high school coach, because of his close relationship to his players, can do more perhaps than any other person to influence them, especially in formulating worthwhile attitudes. Unfortunately, undesirable attitudes account for more college failures, scholastically and athletically, than any other factor.

It's probably no accident that certain high school coaches produce a greater percentage of successful college athletes than others with comparable material. Consciously or unconsciously, these coaches incorporate certain important principles in their teaching.

If I were still coaching high school basketball, here are the ten basic

points which I'd attempt to emphasize to my athletes.

1. Studies must come first. The athlete's first obligation is to study and work up to his capacity. Letting the athlete slide through his studies renders a great disservice to him, whether or not he goes to college.

Certainly, poor marks will eliminate the potential college athlete from consideration by the better colleges and universities. The boy's scholastic record will be with him long after his athletic prowess is forgotten.

2. Choose a vocation appropriate for you. Many high school boys have little or no vocational guidance; hence, the coach can do much as an unofficial guidance counsellor. He can emphasize the requirements, advantages, and limitations of various occupations in which the boys are interested.

Many fine athletes fail in college because they undertake curricula for which they're not suited or prepared. Not all athletes are skilled enough or temperamentally endowed to become athletic coaches or physical education teachers. Many will wish to enter business, science, agriculture, or liberal arts curricula. The coach should help the boy evaluate his capabilities and make a careful decision.

3. We're constantly competing.

Competition is a keynote of our way of life. The new college student discovers this, sometimes with very little advance preparation, as soon as he arrives on the campus.

He may have been a big fish in a little sea, but in college he's just one of many select individuals. He'll succeed or fail to the degree that he adjusts to his new surroundings and challenges. The athlete who tries to get by on his high school reputation seldom succeeds unless he changes his attitude and gets to work.

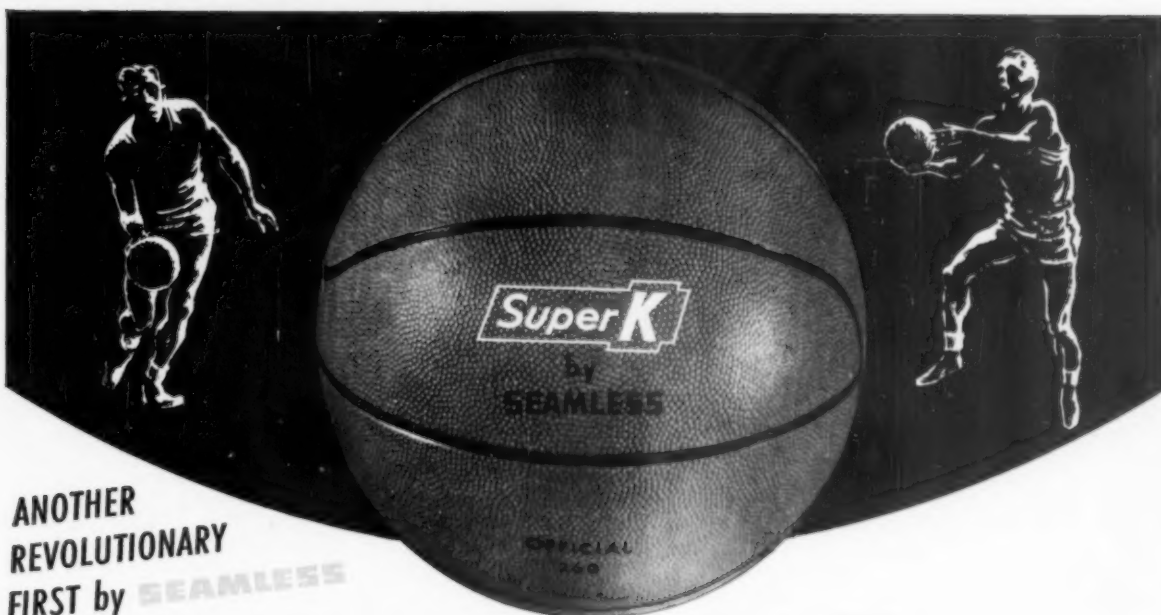
The high school coach must constantly challenge his athletes to work to full potential or they may not rise to the occasion in college, where the competition is so keen.

4. Nothing is free. The college athlete who receives financial assistance usually earns it through his diligence in the classroom and on the playing floor. There are no guarantees to such scholarships if the boy fails to maintain normal scholastic progress.

Many boys fail in college because they mistakenly feel that a scholarship is a handout without responsibilities attached. Many boys likewise cannot qualify for a college scholarship because they weren't willing to pay the price in sweat and hard work required to become eligible for consideration.

We get out of any activity exactly what we put into it. The high school boy who learns this early will be

By **DON SWEGAN**, Freshman Coach, Penn State University



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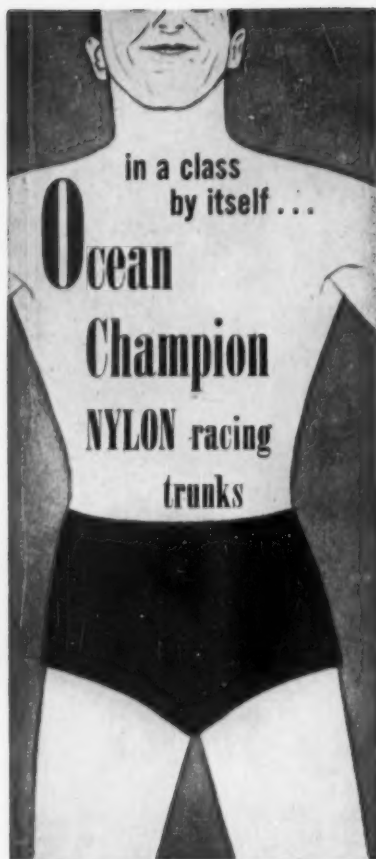
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5. Learn to shoot from the outside. The high school boy, 6'1" or 6'2", who learns to shoot only around the immediate area of the basket may be making a serious mistake. In college, he may be too small to play the forward or center positions and may be forced to play outside. This means that he'll have to master the art of outside shooting.

The coach may be wise to require all his boys to shoot a certain number of shots in practice from various areas of the floor, even though each boy has a primary area from which most of his shots come.

6. Big boys should develop versatility. The good, big men in today's game are, for the most part, well-rounded players. They can move quickly, handle the ball, play good defense, and shoot a variety of shots. These men are fine athletes who have developed through patient, understanding coaching plus their own determination.

I believe the high school coach should give his big boys ample opportunity in practice sessions to handle the ball outside, play out front defensively, lead the fast break, and shoot from the outside. These boys will often be quite awkward in these movements, which are foreign to their customary position around the basket. However, with patience and regular practice in these different positions, I'm convinced that eventually the capable boy will develop into a versatile, agile player. Good, big men don't develop accidentally.

7. Develop at least one dependable shot. Every player should have at least one shot which he gets frequently and in which he has confidence. Naturally, the best players have several shots in which they're confident.

The coach, in consultation with each player, should decide which shot is best suited for the player. He should insist that the player practice this shot repeatedly in every practice session. The shooting practice should be as game-like as possible, once the confidence in the shot is developed.

Of course, the player should also practice a variety of shots other than his specialty.

8. Learn to use both hands. The player who uses only his preferred hand in shooting and passing won't be quite as versatile as a player who can also use his non-preferred hand. In every game, you'll see shots and passes being blocked because the offensive player can't use the correct hand for the particular situation. The boy who can use either hand doubles the job of the man guarding him.

Once again, awkward movements in the early stages shouldn't be allowed to discourage a boy from continuing practice in the use of either hand. The story is told of the former All-American who mastered the left-handed hook shot through sheer determination and repetition. This boy shot the left-handed hook 500 times each day during one entire summer. After the first several hundred, he began hitting with some regularity. With such perseverance, he eventually learned to use his left hand very well.

9. Master defensive skills. The player who works hard only on offense is a 50% player. If he loafs on defense or fails to learn good individual skills, he's shirking his responsibility to his teammates.

A player who accepts the defensive challenge to prove he's a better man than his opponent is a valuable man to have on a team. A team composed of five such boys will be a tough match for any ball club. More and more, the fine college and professional stars are well-rounded players who strike a good balance between offensive and defensive skills.

Good balance, sure footwork, quick hands, and alertness are prerequisites for any good defensive man, regardless of the defense employed. The high school player who learns early in his career that defensive skills are just as important as the ability to score will be taking a long step toward eventual success.

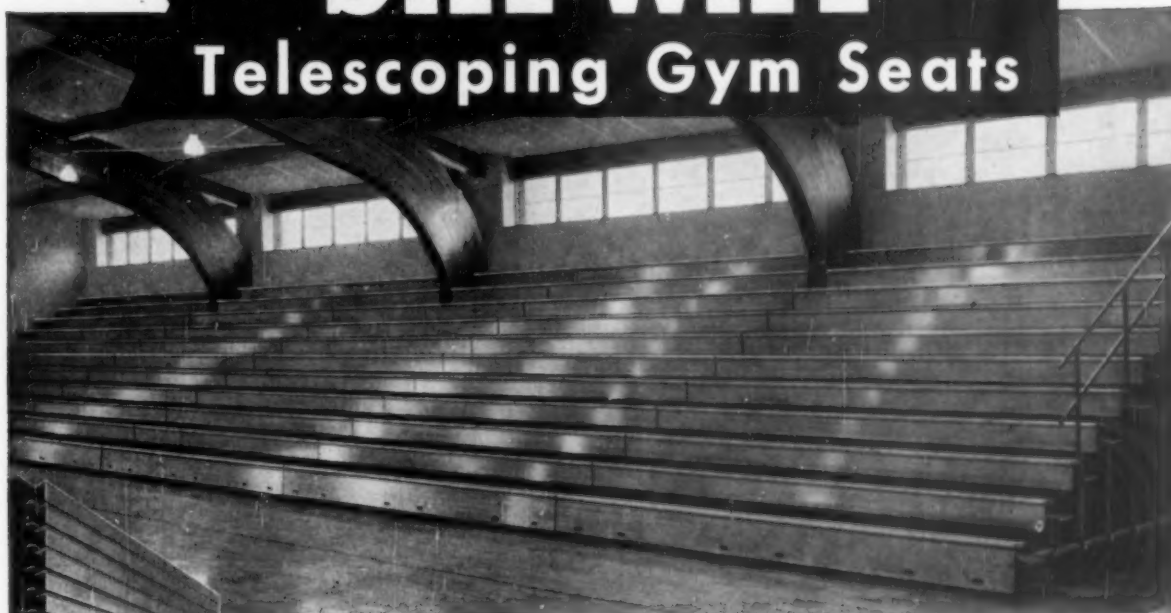
10. Work on the basic fundamentals. Basketball is a deceptive game. Many spectators get the idea that it consists merely of running up and down the floor and throwing the ball in the basket. Actually, behind most of our scoring plays there's an outstanding pass, a fine head fake, quick footwork in getting the step on a defensive man, a well-executed screen, or some other basic skill that demonstrates over and over again that basketball is actually a game of fundamentals.

Good plays don't just happen. While they may be spontaneous, they're the result of movements learned through long hours, days, months, and years of practice on the little details. Most basketball players can execute the gross movement patterns, but the really good ones work hard to perfect a variety of passes to fit all situations, mastery of the dribble for speed and control, a variety of shots, good footwork, defensive balance, and movement patterns to get open for shots.

Work on the fundamentals will pay big dividends in developing players who can adjust to changing situations, make the tough plays against good competition.

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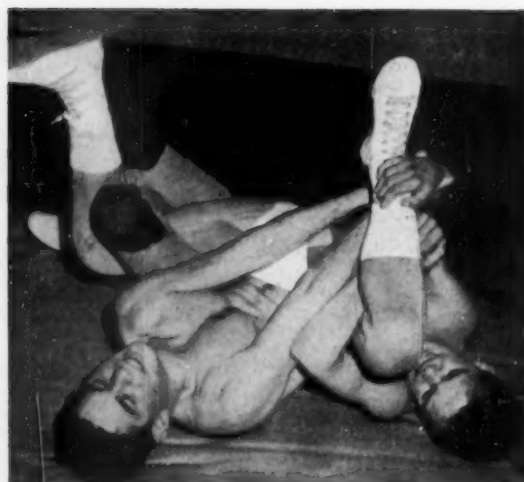
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PROMOTING

WRESTLING

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THE successful promotion of a wrestling program is a most satisfying experience for any coach. In fact, the coach who hasn't experienced the heartaches and headaches involved in such a venture has missed a valuable part of his professional training.

The primary ingredients for the coach seeking to promote wrestling are enthusiasm, imagination, perseverance, and work—lots of work. Still, the fruits of such labor are sweet indeed. The promoter is generally rewarded with good teams and a certain amount of esteem from his co-workers.

There are really two aspects to a promotion program, although some overlapping occurs: (1) the college coach seeking to promote a statewide wrestling program in the high schools and colleges; (2) the coach seeking to promote wrestling in his own school (or college) and community.

The problems encountered and the techniques employed may differ somewhat, but the promotional effort must be honest, convincing, and imaginative. Phony gimmicks aren't effective in either situation.

The first aspect mentioned above must await detailed discussion because of space limitations. Suffice it to say here that it takes a man with a pioneering spirit to be successful. Such a man must be dynamic, energetic, and patient.

Sponsoring clinics, writing course outlines, providing detailed material

on equipment and other resource materials, initiating a state tournament, and conducting tours to demonstrate skills and orient communities to the virtues of wrestling are but a few of the promotional devices that many college coaches have used in their respective states.

Let's now consider the promotion of wrestling at an individual school. The problems may be classified into three parts for convenience of discussion: selling wrestling to students, to the school administrators, and to the public.

Selling wrestling to students isn't difficult in most places. Young men are attracted by vigorous contact sports and will respond favorably if the sport is properly presented. However, the prospective wrestlers should have some notion concerning the values of wrestling in terms of physical benefits, personal virtues, and practical considerations.

Students will also need to be oriented with regard to differences between professional "rasslin" and the honest-to-goodness variety practiced in the schools. They should understand that scholastic or collegiate wrestling requires a combination of skill, stamina, and desire; not simply brute strength and ridiculous showmanship. Furthermore, students should be made to feel that wrestling isn't an orphan in the school sports program.

The tie-in between wrestling and football is a natural when it comes to selling the program to students.

This tie-in works both ways. Wrestling helps to develop the physical condition, balance, agility, and strength so necessary for good football.

Football players turning out for wrestling create student and public interest because these boys have personal followings among the students and townspeople. Wrestling also supplements football by offering the smaller boy a chance to demonstrate his physical prowess and gain recognition in a contact sport. The shrewd promoter will benefit by cultivating the natural relationship between these sports.

Much orientation can be accomplished through the physical education program. Wrestling values, objectives, basic rules and skills can be introduced to large numbers of young men through a well-conducted instructional unit.

An inter-class or intramural tournament held at the end of the wrestling unit will help discover those with the most interest and natural talent. Once the interscholastic program is underway, a continuous plan for wrestling orientation should be carried on within the physical education and intramural curriculum.

Selling the wrestling program to school authorities is often quite difficult. Many principals, superintendents, and athletic directors seem to resist expansion of the school athletic program. There may be several reasons for this opposition: cost involved, fear of injuries and parental opposition, protection of vested interests, or sheer inertia.

By **DR. WILLIAM A. TOMARAS**, *Coach, Washington State College*

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Each of these circumstances represents a unique problem for the wrestling promoter. A coach wishing to sell his administration on initiating a wrestling program should have the following information and arguments readily available.

1. A clear distinction between amateur and professional wrestling. This should be supplemented with information stressing the fact that wrestling isn't opposed by any medical, educational, or other professional organizations.

2. A list of values to be gained through participation in wrestling. This would include all the physical, social, and psychological benefits that can be legitimately attributed to wrestling.

3. Authentic information concerning the nature and frequency of injuries that might be expected, and the protective measures and equipment presently available to prevent and treat such injuries.

4. Specific costs for initiating and conducting a wrestling program. This would include expenses for mats, protective equipment, uniforms, travel and incidental expenses involved.

5. A complete outline for a wrestling program including objectives, health and safety precautions, resource materials, and teaching techniques to be utilized. An administrative plan for carrying out the interscholastic program should list possible opponents, suggest a location for practice sessions, methods of publicizing and promoting the sport in the school and community, and a proposed budget.

6. A strong case can be built for the addition of wrestling to the school athletic program from the standpoint of developing physical fitness and contributing to the reduction or prevention of delinquency. The boy who becomes interested in wrestling is rarely a delinquent. The sport is too demanding physically and the prestige gained among peers usually provide for sufficient recognition to satisfy emotional needs.

7. Wrestling can be further justified to the administrator on the basis of expanding the athletic program to provide an opportunity for the "little guy" to participate in and to receive recognition for wholesome sports competition. One can argue honestly that not all those who would like to compete in athletics during the winter season can be accommodated on the basketball or other winter sport squads.

8. The cost for supporting wrestling per pupil is extremely low. Very little equipment is needed and

other expenses are nominal after initial costs for purchasing mats. This has proved an effective argument to the cost-conscious administrator.

Many schools have also demonstrated that in time wrestling can almost pay its own way or even make money. Student and public interest plus strong league competition often enables a school to attract enough admission-paying spectators to meet travel and uniform expenses. Some schools have also slightly increased the student athletic activity card price and allocated an equitable proportion of these receipts to wrestling.

NINE years of experience in organizing and promoting both high school and collegiate wrestling in the state of Washington lie behind this treatise. Dr. Tamaras, varsity coach at Washington State College, has been instrumental in establishing both the high school wrestling coaches clinic and the state high school tournament, and has helped many schools install wrestling programs. His own varsity team has won or tied for the Pacific Coast Conference championship five times and placed second twice in the past nine years.

Selling the wrestling program to an apathetic or even hostile public taxes the ingenuity of the wrestling coach. Certainly a promoter must be aggressive, enthusiastic, and sincere. In short, he must be a good public relations man. The following ideas are among those which have been employed successfully in various localities:

1. Take every opportunity to present an orientation or demonstration talk to service clubs, parent-teacher meetings, school assemblies, or other civic groups. Solicit an invitation to speak. Keep the talk short and illustrate with demonstrations or a brief movie.

2. Invite students, parents, press, and townspeople to an open house or fan clinic at your workout room. This could be a part of an activity night where several lesser known sports are explained and demonstrated and in which a great many students participate, thus encouraging large parental attendance.

3. Get acquainted with the local sports editor or writer who covers athletics at your school. Sometimes these people are strongly and unfavorably prejudiced, but they must be made to "see the light." Invite

the reporter to your practice sessions. Get him on your side and he'll help you sell wrestling to the public. Local radio and TV sport shows are often looking for interviews. If wrestling is new in your community, this is a natural for promotion. Let it be known that you're available for interviews.

4. If the coach can write creditably, he can compose an article promoting wrestling for the local press—perhaps the Sunday magazine section. Make the manuscript entertaining and easy to understand for the layman.

5. To introduce wrestling, it may be helpful to conduct a couple of matches before a basketball game or at halftime. This reaches large numbers of people in the community. Later, however, it's suggested that the coach refrain from this promotional technique since it places wrestling in the category of a side show to another activity. Wrestling must be made to stand on its own merits as soon as possible.

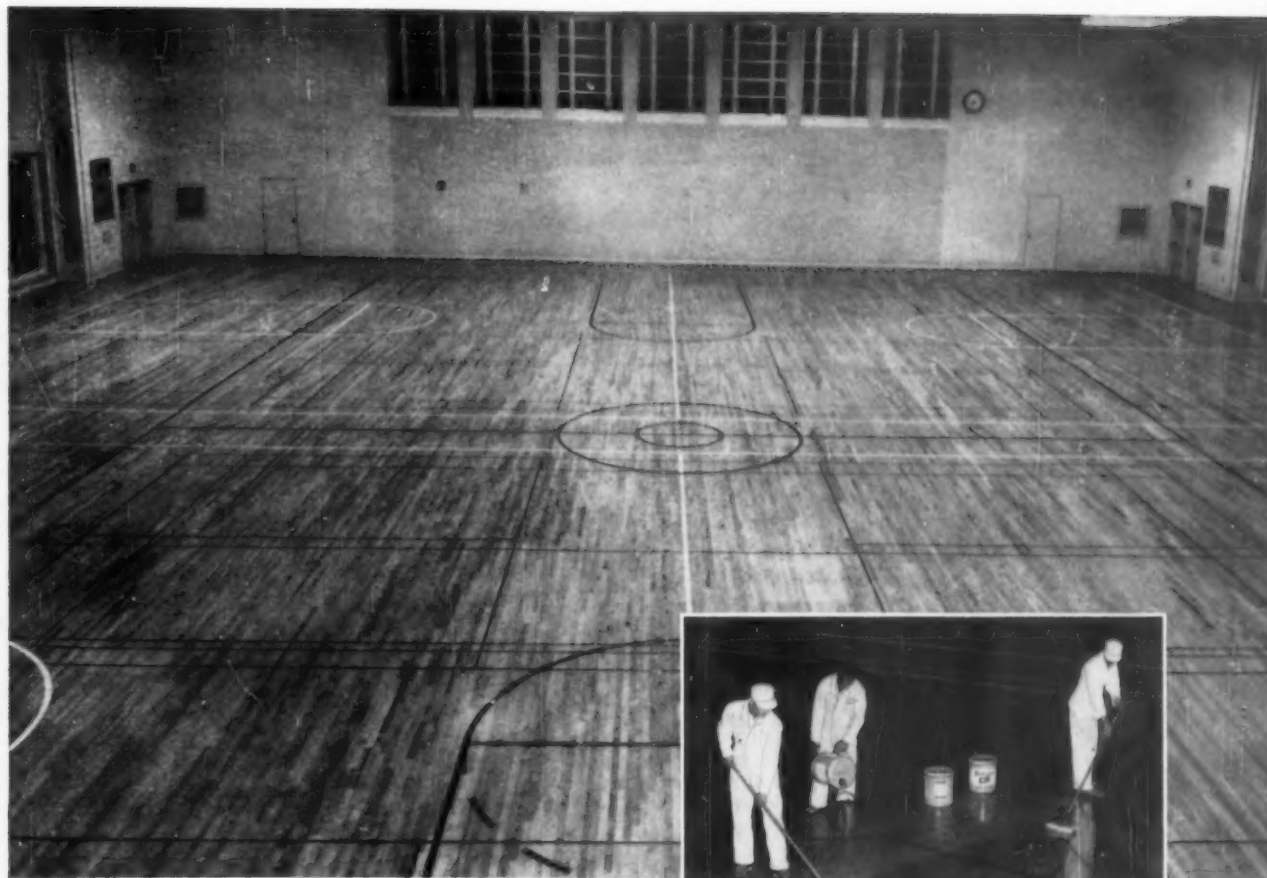
6. Many high schools have introduced wrestling through a smoker with special invitations to the dads of the students. This program may be composed of the intramural finals or a series of well-matched contestants. Other forms of entertainment may be added to this program for the sake of variety. The smoker may also prove a means of helping purchase a set of uniforms for the wrestling team or some other needed item not otherwise provided.

7. "Dress it up." Careful planning in the conduct of dual meets may help create interest and also stimulate the competitors to their best efforts. First, the wrestling meet should be held as a separate event to give it stature. The meet should be held in a place large enough to accommodate a crowd whether or not many people actually attend. The mat set-up should be properly arranged and clean.

Teams should be arranged at opposite side of the mat and the individual opponents introduced. Any outstanding accomplishments of contestants, such as state or district champion, should be acknowledged. All this should be done over the public address system regardless of crowd size.

Summarize the most important rules, especially the individual match and dual meet scoring. A pair of wrestlers might well demonstrate what is meant by a takedown before the meet begins.

8. Posters listing the season schedule and other pertinent information may be distributed around the school and in business houses. Often an art or journalism class will ac-



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cept the making of posters as a class project.

9. When a wrestling program is in its infancy, it's advisable to adopt a schedule which includes some strong teams and some relatively weak teams. To develop good teams, it's necessary to meet some opposition which will provide some lessons in wrestling. But from the standpoint of promoting one's own program, it's also necessary to meet some opposition that will make the local boys "look good."

10. Encourage aggressive wrestling. People who don't understand the sport complain of the lack of action in amateur wrestling. This is partly true because the public isn't familiar enough with the sport to appreciate the skill and stamina demonstrated.

However, it's also true that many times we coaches do not encourage aggressive style of wrestling. (This isn't a plea for a change of rules, but rather of emphasis.) If we want to promote wrestling within a relatively short time in a community where it isn't known, we must make wrestling an "action" sport. While it's true that some of our best collegiate teams emphasize control wrestling, it's also true that the fans at those institutions have been indoctrinated over a period of many years and understand the finer points of the sport.

For the school and community where wrestling is new, wrestling can be made appealing to the public only by providing color, action, and

developing a winning tradition. This has been demonstrated repeatedly whenever wrestling has been established. To get the action necessary to attract public interest, teams must be well-schooled in fundamentals, thoroughly conditioned, and indoctrinated with the idea that the object of the sport is to pin the opponent's shoulders to the mat.

11. Finally, it must be remembered that nothing succeeds like success. A highly successful team advertises the sport. People like to win and to be associated (even as fans) with those who win. Therefore, whenever a school builds a winning tradition in wrestling, the interest among students and the public is substantially increased.

For the coach, this means a good job of teaching is required. Naturally the coach without competitive wrestling experience is initially handicapped. However, he can compensate for this deficiency by studying the game diligently through clinics, books, audio-visual aids, and assistance from college coaches.

The availability of these resources and his eagerness to learn determines how quickly a beginning coach will catch up to the experienced coach. This is the procedure that many presently successful coaches have had to follow. It can be done. It has been done throughout the country.

One final warning: Promoting wrestling doesn't stop once the program is underway. The intensity of effort may be lessened but promotion is a continuous job.

Differences in H. S. Football Code

THE National Federation Football Code is used in all games played by approximately 10,100 high schools as well as by members of the National Junior College Athletic Assn. and by many conferences in the National Assn. of Intercollegiate Athletics.

Noticeable ways in which the Federation code differs from the NCAA rules:

1. Any number of substitutes may enter whenever the ball is dead.
2. Any kick becomes a touchback when it touches anything while the ball is on or behind the receiver's goal line.
3. Penalty for any live-ball foul is determined by the 3-and-1 enforcement principle. Pass interference is penalized the same as any other foul during a loose ball. Penalty for any dead-ball foul is measured from succeeding spot. There are only two penalties, i.e., loss of

5 yards or loss of 15 yards. No foul causes loss of ball. Any single foul penalty may be declined. After any penalty measurement, ball belongs to team in possession at the time of foul.

4. All three free kicks (kick-off, free kick following fair catch and free kick following safety) administered exactly alike.

5. A fumble or backward pass may be recovered and advanced by any player.

6. Successful try-for-point after touchdown scores one point, no matter how made.

7. A player may confer with his coach near the sideline during a charged time-out.

Rules training material based on the Federation code is readily available. Practically all officials are schooled in this material. Interpretations can be promptly obtained by telephone or letter.



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FOUR PRINCIPLES of Effective Rebounding

By **JERRY GRUNSKA**, Coach, Clintonville (Wis.) Sr. High School

EVEN if current offensive shooting percentages soar to 40 or 50%, there still remains the fact that approximately 60% of all shots won't go through the hoop. These errant attempts will be available as free balls in the form of rebounds.

It's a fallacy to assume that superior height alone will insure control of these balls; and it's sometimes hard to convince a boy that securing a rebound doesn't come about through happenstance; that catching a rebound isn't an "accident."

It's our philosophy that, conditions being equal, the more alert, better drilled, rebound-conscious boy will retrieve more rebounds than an opponent who may be considerably taller.

The accompanying illustrations depict the four major principles of effective rebounding.

The first principle is *positioning*.

Figs. 1 and 2 show a defensive player maneuvering to keep the man he's guarding behind his back and away from the basket. In screening out an opponent, the defender must not take his eyes off



FIG. 1: Shot has been taken but guard (white shirt) smartly stays with man to see which path he'll take for basket.

his man the instant a shot is taken, as is the normal tendency.

If he takes his eyes off his man, the latter will have a better than even chance to win the battle for rebound position because he's facing the defender and the hoop and thus can outmaneuver the man who's lost visual contact with him.

The defensive man should watch



FIG. 2: Positioning. As offensive man commits to guard's left, latter begins pivot on left foot—start of positioning move to keep attacker at guard's back. Defender keeps eyes on man to make sure this movement isn't a fake. If it is, guard will have to make a counter to keep attacker at his back.



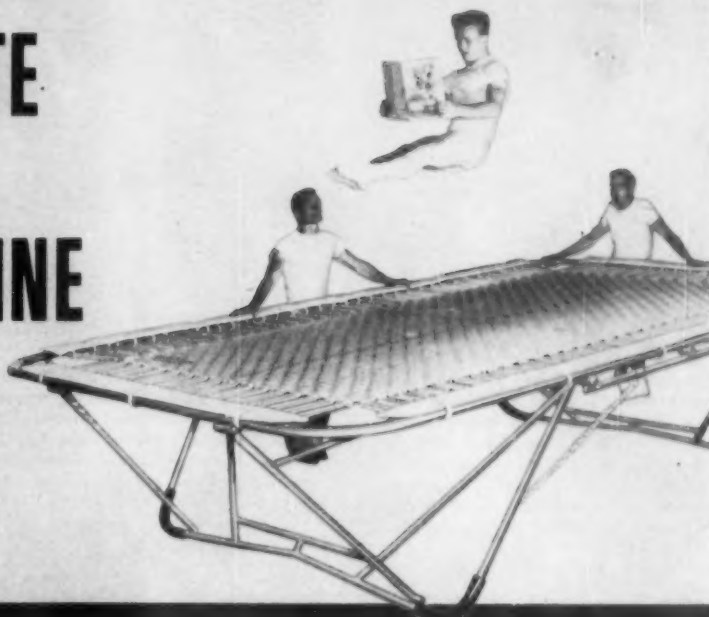
FIG. 3: Maintaining position. Feet are spread and firmly planted; weight on balls of feet; head up, eyes on ball; arms spread with elbows out fingers spread; body and legs bent for coil-spring. Butt and elbows are antenna to detect whereabouts of opponent as well as to maintain a bulkwork of stabilization.



FIG. 4: Securing. Rebounder takes off at angle, enabling him to utilize position and prevent taller man from getting ball from behind. Spread legs discourages crowding and insures good balance on landing. Elbows remain spread, ready to whip ball to protective position beneath the chin.

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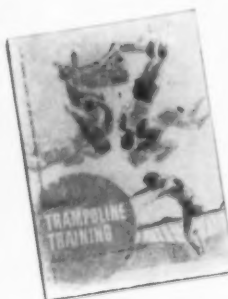


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FIG. 5: Protecting. Ball is tucked directly under chin. Body is bent, head up to look for opening with elbows still out to protect ball. Dropping ball lower would be disastrous, eliminating protection of head, body, and elbows. Waving ball overhead would be equally foolhardy for player of this stature (6').



FIG. 6: Beginning outlet pass movement. Notice grip doesn't have to be altered in pivot and outlet pass. Pivot is always toward sideline, away from basket, on outside foot with ball remaining relatively stable until pass is started. If rebounder turns toward basket, he'll usually run into congestion.

his opponent until he calculates the shot is about to hit the backboard. This way he can move with the offensive man and make his pivot to screen him out at the last instant before the shot rebounds. The screening pivot should be made before the offensive man moves within six feet of the basket.

Fig. 3 shows the rebounder six feet away from the hoop, bent in the "coil-spring" rebounding position: on balls of feet, feet apart, legs and hips bent, trunk leaning forward, elbows out, head up, eyes on the ball.

No matter how tall a man is, if he has maneuvered to the proper "position" he has the inside track on securing that ball as it comes off the board. Rebound positioning is the aggressive, quick-thinking and reacting, physical-contact phase of basketball. If there's any single ingredient paramount to good rebounding, it's the element of positioning. It must be instilled in the athlete until it becomes second nature. This fundamental cannot be overstressed.

The second principle is *capturing the rebound* (Fig. 4). This skill is as exacting and difficult to learn as the rest of the rebounding movements, although it looks like a relatively simple execution. It requires timing, leg spring, body and hand control.

The movement from the "coil-spring" position should be upward and at an angle toward the bucket rather than straight up. If the movement is straight up, a taller

man who has been outpositioned can outrebound the defender or tie him up. That's one reason why position should be maintained six feet from the bucket—to allow for the take-off angle toward the hoop.

We want our rebounders to "snap" the ball out of the air with both hands. The rebounder should go up with his elbows out and feet spread, and grip the ball firmly at the sides with fingers well spread. The spread legs insure balance upon descending and keep him from being tied up. As he descends,

the elbows should be flexed and the ball brought down rapidly past his face.

If a rebound is captured in this fashion, the only thing the behind man can do is foul the rebounder. The angled take-off will bring the retriever down away from the man he has outpositioned.

The third principle is *protecting the rebound*. This is essential to team control, and failure to execute this fundamental—a common trait of inadequate rebounders—nullifies the successful execution of the two previous principles.

The ball should be brought down no lower than directly below the chin, with the elbows straight out from the shoulders (Fig. 5). The player is crouched with knees bent, trunk bent over to protect the ball. The head should be up, looking for an opening, preferably away from the bucket toward the sideline.

The move toward the outside will be aided if the rebounder turns "out" his foot nearest the sideline. With the assumption of this stance, it's nearly impossible to tie up the retriever without fouling him.

The fourth principle is *the outlet pass* for the offensive break down the court. Since the rebounder comes down with both feet hitting the floor simultaneously, he can use either foot to pivot on. The pivot should be made on the extended foot, the foot away from the basket (Fig. 6). With the body straightening up slightly, elbows still protecting the ball, the step is made with the back foot and toward the outside.

If the rebounder pivots on his left



FIGS. 7-8: Outlet pass and follow-through. Most coaches like the outlet pass to be thrown to a point near sideline about even with the free-throw line extended.

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foot, the pass will be made with the right hand and vice-versa (the opposite holds true should the ball be retrieved on the other side of the basket). Either the hook, baseball, two-hand overhead, or bounce pass can be used.

We prefer the baseball pass (Figs. 7-8) because it forces the rebounder to look for the outlet receiver and is the most natural pass for the foot movements involved. If the left foot has been the pivoting foot, the passer steps away from the basket toward the receiver with his right foot.

Summary of basic principles:

1. Be aggressive underneath. Don't be afraid to throw your weight around (legally).
2. Take up as much room as possible—keeping your elbows out

and up and your tail out.

3. Screen your man out, cutting off his direct route to the basket. Never let him sneak around or reach over you.

4. Time your jump, leaping as high as you can with both hands.

5. Leap into or toward the ball, not straight up.

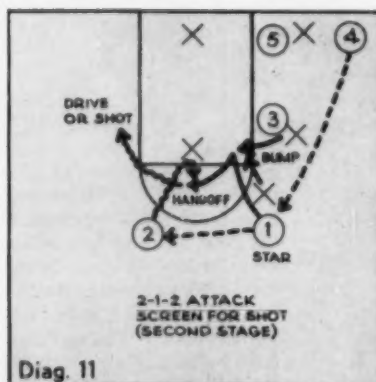
6. Grab the ball authoritatively and bring it down under the chin (no lower) as quickly as possible. Keep braced with elbows out and tail protruding.

7. Try to get rid of the ball as quickly as possible.

8. Never let your man take you too far underneath the hoop. It's too tough to rebound from a position close to the endline or directly underneath the hoop. Maneuver to the best strategic position.

Attacking Stacked Defenses

(Continued from page 13)



Diag. 11

The star player is deployed in a forward position, and takes his guard as close to the basket as possible. At the propitious moment, he takes a step or two quickly away from the basket to receive a pass from an outside man. With his back to the basket, he fakes, pivots, and throws an outside jump shot.

This is especially potent where the outside guards can shoot. If they can't, the zone chasers undoubtedly will leave them alone and drop back to the key player, making him less effective.

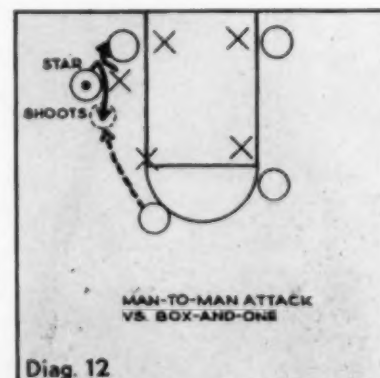
Unfortunately, it isn't every year that a coach finds himself blessed with a standout that compels the opponents to resort to special defenses. However, when this does happen, there's little excuse to have the star player "shut out." Proper planning will save many an embarrassing evening both for the star and the coach.

to be prone to fouling. Even against an especially tough and smart defense, the worst that 1 can get is a jump shot from 15 or 20 feet out—which should be his specialty.

This attack gives the star outside shooter a minimum of movement and allows him to survey the situation much better. It also gives him more men into which to run his guard, and usually affords a good defensive recovery position after a shot is taken.

The attack can be used from either side, of course, depending on the offensive agility of the star player. Walsh fortunately was equally effective from either side.

Man-to-man attack against box-and-one: Another popular weapon against the box-and-one is a man-to-man attack in which the offense sets up close to the zone defenders (Diag. 12). This is most effective whenever the offense enjoys a decided height advantage.



Diag. 12

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Spectator "Gimmicks" for Cross-Country

HIGH school coaches have always had a tough time building interest in cross-country. Generally considered the most minor of sports, it can't expect to approach football or basketball in general spectator appeal. Nevertheless there are several ways in which cross-country can build audience interest—and audience interest can help build cross-country.

During the last few seasons at Boise High School, we experimented with a number of ways of acquainting the student body and the general public with the possibilities of the sport, and we'd like to present them in the hope of aiding other coaches with their programs.

These innovations were designed with two things in mind: first, getting needed spectator recognition for the boys who run the lonely trails; and, secondly, acquainting the spectators with distance running

as a lively, competitive sport.

Our experiments were influenced by one other factor—the tremendous distances to the nearest competition. Our nearest regular competitors were located over 250 miles away, and our small budget was eaten up quickly by travel costs. So we decided to concentrate on doing something at home, using only our own squad or the few runners we could attract from nearby schools.

Specifically, we tried three ideas: a steeplechase, a handicap run, and a highly-promoted "gimmick" run. The first two were stadium contests between halves of football games, and the third was a genuine hill-and-daler.

Every cross-country coach knows the problems of half-time races. First, it isn't really cross-country if the race is run on the track or around the field. Secondly, regular two- or three-mile races take too long for half-time staging. Then,

By DAVE GROVER

*Instructor, Oregon State College
(Ex-Coach, Boise High School, Ida.)*

too, spectator interest in a round-the-track distance race tends to lag badly, particularly if the field of runners is strung out widely.

And finally, there are the physical difficulties engendered by the stadium, band demonstrations, wandering spectators, concession stands, etc.

Our steeplechase was designed to adapt to these difficulties. We cut the distance to one mile or to 2,000 yards or meters (which seemed long enough with the obstacles to be hurdled), enabling us to run the event in five to seven minutes.

We were frequently able to start the race after the band took the field for their half-time performance, and finish it before they left. This prevented those near-collisions between the tired tuba-tooter and the dragging distance man as the band left the field.

Incidentally, band music can add much to the excitement of a race, as witnessed by its effective use in the big Eastern indoor meets.

In order to keep the laying-out and the running of the course within the abilities of high school coaches and runners respectively, we used a modified rather than a true Olympic or AAU steeplechase. Two or three hurdles and one waterjump per lap constituted the course, with the waterjump located as near as possible to the crowd in the stands.

Again we departed from convention by not using the regular type of jump in which the runner must get wet each lap—our fall evenings are too nippy for this. We used an inclined take-off ramp instead, from which a good leap cleared the water while a feeble effort did not. A broad-jump pit is an excellent place for this jump, and we found the large, inflatable, children's swimming pools helpful as water containers.

By utilizing the area at the ends and corners of the stadium, we were able to take the runners off the cinder track onto grass or dirt each lap, making it more of a genuine cross-country contest. The added distance acquired in running this larger loop may reach 150-200 yards beyond the regular 440, which permits three laps of the stadium to cover the same distance as four laps of the track itself.

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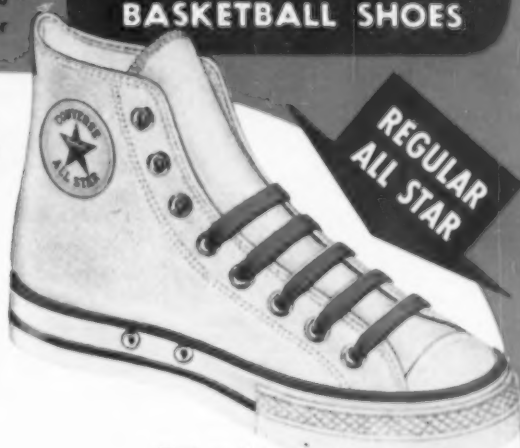
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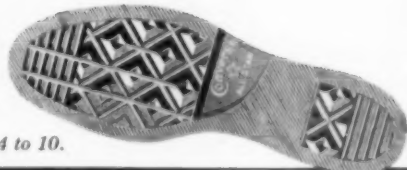


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6784 Beverly Blvd., LOS ANGELES
Ackerman Film Laboratories
4843 Shattuck Ave., OAKLAND 9
Houston Motion Picture Service
1405 5th Ave., Rm. 302, SAN DIEGO
Leo Diner Films
137 Golden Gate Ave.
SAN FRANCISCO
Multichrome Lab., Inc.
760 Gough St., SAN FRANCISCO

COLORADO

Western Cine Service
114 East 8th Ave., DENVER 3

CONNECTICUT

Cine Video Productions, Inc.
Boston Post Rd. at Cedarhurst Lane
MILFORD

DIST. OF COLUMBIA

Byron, Inc.
1226 Wisconsin Ave., N.W.
WASHINGTON 7
Co-op Film Facility
1271 First St., S.W. WASHINGTON
McGregory Film Service
516 Rhode Island Ave., N.E.
WASHINGTON 7
National Cine Laboratories
P. O. Box 4425, WASHINGTON 17

FLORIDA

Clark Films
1134 N. 1st Ave., FT. LAUDERDALE
Russell Barton Film Co.
4853 Waller St., JACKSONVILLE
Reala Films, Inc.
17 Northwest Third St., MIAMI
Shamrock Pictures Corp.
708 Nicolet Ave., WINTER PARK

GEORGIA

Color Graphic
Division of Graphic Films, Inc.
1184 Roswell Rd., ATLANTA
Strickland Films, Inc.
220 Pharr Rd., N.E., ATLANTA

ILLINOIS

Cinema Processors
161 East Grand Ave., CHICAGO
George W. Colburn Laboratory, Inc.
164 N. Wacker Drive, CHICAGO 6
Film Services, Inc.
119 West Hubbard St., CHICAGO
Solar Cine Products, Inc.
4247 South Radzice Ave., CHICAGO
Superior Bulk Film Co., CHICAGO
442 North Wells St., CHICAGO
Fischer Photo Laboratories
6555 West North Ave., OAK PARK
Mr. Paul Neuburger
Colind Photographers
713 Main St., PEORIA

INDIANA

Filmcraft Laboratories, Inc.
1043 East 46th St., INDIANAPOLIS
Robert Young Studios
1050 S. Holl Rd., INDIANAPOLIS

IOWA

Hyfema Film Lab.
1701 Kossuth Ave., DES MOINES
Goodwin Film Service
1016 Nebraska St., SIOUX CITY

KANSAS

KAKE TV
1500 North West St., WICHITA

KENTUCKY

Narvey & Hughes Film Associates
503 East High St., LEXINGTON
Wallace Photo Service
131 West Main St., LOUISVILLE

LOUISIANA

Pan American Films
735 Poydras St., NEW ORLEANS
Delta Pictures, Inc.
50 Fannin St., SHREVEPORT

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Film Labs, Inc.
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National Cine Laboratories
2005 Powhatan Rd., HYATTSVILLE

MASSACHUSETTS

Rock Bay Film Laboratory, Inc.
43 Leon St., BOSTON
Hafhouse Studios
782 Commonwealth Ave., BOSTON

MICHIGAN

General Film Laboratory, Inc.
66 Sibley St., DETROIT

MINNESOTA

National Camera Exchange
88 South 4th St., MINNEAPOLIS
Siv Fox Films, Inc.
627 1st Ave., North, MINNEAPOLIS

MISSISSIPPI

Jaeger Ewing & Sons, Inc.
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MISSOURI

Colvin Company
1105 Truman Rd., KANSAS CITY

E. O. S. Pictures

1172 West 47th St.,
KANSAS CITY 12
Studio Film Laboratory
3214 Giffman Plaza, KANSAS CITY
Cine-Graphic Film Lab., Inc.
1720 Olive St., ST. LOUIS 3

NEBRASKA

Miller Photo Lab
2323 Dodge St., OMAHA

NEW JERSEY

Albert J. Near Film Laboratories
18 Mountain Ave., BOUND BROOK

NEW YORK

Arco Movie Films
86-16 Fourth Ave., BROOKLYN
U. S. Photographic Equipment Co.
442 Rogers Ave., BROOKLYN
Holland-Wegman
197 Delaware Ave., BUFFALO 2
Varsity Film Lab.
621 West Clinton St., ITHACA
Kin-O-Lux, Inc.
17 West 46th St., NEW YORK
Lab. TV
247 West 46th St., NEW YORK
Royal Oak Telepictures
423 1st St., NEW YORK
Video Film Laboratories
350 West 58th St., NEW YORK 19
Niagara Photochemical Industries
726 Division Ave., NIAGARA FALLS
Black Studio, Inc.
254 S. Ferry St., SCHENECTADY 5

OHIO

The Camera Shop
243 East Main St., ALLIANCE
Allen Camera Shop
935 Wheeling Ave., CAMBRIDGE
Marathon Service
2436 Vine St., P. O. Box 6
CINCINNATI 19
Labcraft International Corp.
4019 Prospect Ave., CLEVELAND 3
John R. Bennett
1617 Aberdeen Ave., COLUMBUS
Film Associates, Inc.
4602 S. Dixie Highway, DAYTON 9
Film Processing Service
885 Tenth St., N.E., MASSILLON

OKLAHOMA

Dupont Morris Shop
1611 South Boston, TULSA

OREGON

Ben G. Fleischman
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PENNSYLVANIA

Commercial & Home Movie Service
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North American Films
106 East 10th St., ERIE
Horton W. Bewick
1017 W. Allegheny Ave., PHILA. 33
Newsteel Lab.
1733 Sansom St., PHILADELPHIA
Quick Photo Service
2601-03-05 Wharton St., PHILA. 46
Packaged Programs, Inc.
634 Penn. Ave., PITTSBURGH 22
Warren B. Smith, Inc.
117 Fourth Ave., PITTSBURGH 22
N. G. Goss & Co.
R. D. 1, Box 460, SHARON
SOUTH CAROLINA
Southeastern Film Processing Co.
1305 Gaiger Ave., COLUMBIA 2
Graham Photo Supply
1101 E. Main St., GREENVILLE

SOUTH DAKOTA

Harold's Film Lab.
308 S. Phillips Ave., SIOUX FALLS

TENNESSEE

Dixie Films
728 S. Cooper St., MEMPHIS
Melton Picture Laboratories, Inc.
1672 Union Ave., MEMPHIS
W. W. Gebhart
2800 Castlemans Drive, NASHVILLE

TEXAS

Film-Aide Company
509 Harrison, AMARILLO
Big D Film Lab
4215 Gaston Ave., DALLAS 11
Southwest Film Lab., Inc.
3024 Fort Worth Ave., DALLAS 11
Southwest Graphics, Inc.
3904 Pershing Drive, EL PASO
Bob Bailey Productions
515 Taft St., HOUSTON
Photographic Laboratories
3101 San Jacinto St., HOUSTON
Filmservice Laboratories
132 Vassar Lane, SAN ANTONIO

UTAH

C. L. Stockdale, Photo Tech Lab.
729 West Sixth South
SALT LAKE CITY
Wally's Color Prints
167 State St., SALT LAKE CITY

VIRGINIA

Haycos Photomagic, Inc.
732 Muskegon Ave., NORFOLK
TV & Melton Picture Productions
117 East Main St., RICHMOND 19
Perdue Cinema Service
Box 671, R. D. No. 9, ROANOKE

WASHINGTON

Forde Motion Picture Lab
21 Lloyd Building, SEATTLE

WEST VIRGINIA

The S. Spencer Moore Co.
118 Capitol St., CHARLESTON
Carr Photo Service, Inc.
3903 Main St., WEIRTON

WISCONSIN

Central Film Laboratory
1020 N. Fourth St., MILWAUKEE

This tends to counter the negative spectator effect of the multi-lap race, and it also means that the runner lacking confidence need face the water jump but three times.

One difficulty in utilizing the ends of the stadium area lies in the roughness of the ground. This shouldn't ordinarily handicap a harrier, but at night in a poorly lighted area real danger exists. However, additional lighting and marking of the course can minimize this hazard.

If wandering spectators are a problem, the PA announcer or a few members of a student body service club can help prevent any interference with the runners.

Many adaptations can be made to this steeplechase idea, depending upon local climate, facilities, competition, etc. We found it an excellent crowd-pleaser once a year, and the reactions of runners, press, and public convinced us that we were making progress toward developing interest in our program.

The one problem yet unsolved was the differences in running ability. A runner may build up a tremendous lead, perhaps even lapping others, in either a flat race or a steeplechase. This is discouraging to the others and also tends to curb spectator enthusiasm. So we tried experiment number two—the handicap run.

DISTANCE HANDICAPS

Handicaps are used in indoor races as a means of equalizing the field. Ordinarily a distance handicap is used in which the best runner (as determined by past performances) runs the full distance of the race, the second best somewhat less distance, the next best even less, etc.

We applied the technique to a one-mile flat race on the quarter mile track as a half-time event, using 20 yards as the basic handicap distance. The No. 1 runner ran the full mile starting from scratch; the No. 2 pair (we had a few runners from other schools whom we paired with our own boys) started 20 yards ahead of the scratch line; No. 3, 40 yards from scratch; No. 4, 60 yards; and No. 5, 80 yards.

Ideally the handicap should produce dead heats or very close races. Although our weaker runners didn't finish on the neck of the No. 1 man, they did stage a tight duel with the first three men finishing within two seconds of each other.

This was in contrast to the going-away, hundred yard victories generally turned in by the top man, and the "which way did they go?" finishes by the stragglers on previ-

ous occasions. Both the runners and the crowd enjoyed the race more fully because of the attempts to balance the competition.

These two events were designed specifically for half-time competition, and represented modifications of cross-country running. The question soon arose: Was it necessary to "jazz up" cross-country to make it appealing to the athlete and to the spectator?

SAGEBRUSH SCRAMBLE

Admittedly what we had been doing was "staging" highly specialized running events. Could we return to the genuine cross-country race and expect to build audience interest there, too? To find out, we tried our third experiment—the "Sagebrush Scramble."

The "Sagebrush Scramble" was nothing more than a conventional cross-country race given some of the trimmings and publicity associated with other sports. The name, which fairly accurately described the terrain of the course, was used on all publicity releases, entry blanks, and posters distributed prior to the meet.

The press, whom we had found very interested and cooperative on the steeplechase and handicap, gave us excellent coverage on this event, too. We received entries from places where no previous interest in cross-country had existed, and the contestants arrived talking not about a two-mile cross-country run but about the "Sagebrush Scramble." The name apparently helped a lot.

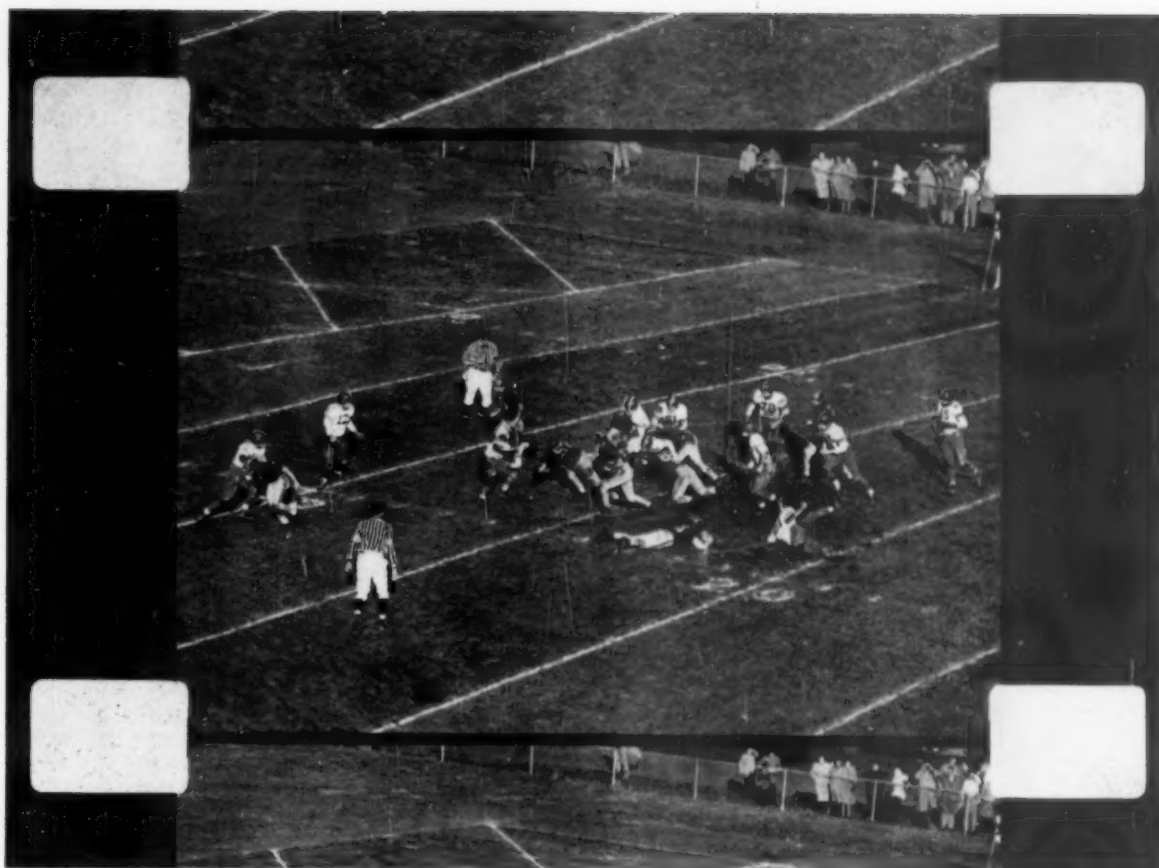
At the last minute, the host runners decided to name two queens for the race. So two Boise High School girls were dubbed "Sirens of the Sagebrush" and given the job of awarding the medals, complete with kiss, to the winning runners.

The weather turned against us, and the meet was run in the slopiest fall weather in many a year. And yet a small crowd of enthusiastic rooters had a wonderful time at the event, and an atmosphere of fun prevailed.

But it was genuine up-hill-and-down running with no concessions to the spectator other than the start and finish lines being located close together. It was another crowd pleaser nevertheless, with a dead heat for first place!

The weather prevented us from knowing just how successful these promotional techniques could be under ideal circumstances, but we did find the students, the press, and the general public extremely curi-

(Concluded on page 79)



Let them see it...on film!

This play did not go for a touchdown! Who missed the key block? When the team studied the movie, it was obvious to everyone.

This coach knew that a movie of the game on Du Pont film would show his boys things about the way they play that he could never get across by words alone. The chance to see themselves in action gave his squad new knowledge of timing and teamwork—made them a tighter, harder hitting team.

Du Pont Type 930 Rapid Reversal Film is ideal for filming all outdoor sports events. In any weather, you get bright, needle-sharp pictures, capturing every movement. And for indoor or night events, Du Pont 931 does the same fine job. Both films can be processed fast—you can show your movies 24 hours later.

Coaches in many schools, coaching many sports, are switching to this modern training technique. Why

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Better Things for Better Living...through Chemistry

Interval Running + Fartlek

in Training

Distance Runners

MODERN top-class middle and long-distance runners train on interval running and fartlek. Some use only the interval system; some use only fartlek. But the vast majority of runners from 880 yards to 6 miles blend a combination of the two systems into a sensible and interesting program. Both forms of conditioning have their place in the schedules of distance runners.

Traditionally, interval running is performed formally on a 440-yard track with the athlete working to stop-watch a set number of fast runs interspersed with a recovery interval, usually a jog, or sometimes a set rest period.

Fartlek, on the other hand, is traditionally informal. It's done away from the track on grass or pine leaves, a golf course, downs, common, or woods with phases of fast running interspersed with jogging periods—the whole affair being stimulating mentally and as hard as the athlete feels like making it.

Physiologically, the two systems are the same—plenty of fast and slow running in which the athlete accustoms himself to concentrations of lactic acid and other waste products many times during a training session.

Psychologically, his attitude toward fatigue is improved. When fatigue hits him in a race, he's in much better position to cope with it—having felt it so many times before in training. He's tougher physically and mentally.

The blending of interval running and fartlek in a training program for a distance runner will depend greatly on the athlete and the availability of a track and suitable fartlek country.

Assuming that both are on hand, then the greater the distance to be attempted in competition, the more will the athletes be recommended to

the fartlek system. The fact that an athlete trains on fartlek doesn't necessarily tie him down to the informality so usually associated with this type of training.

George Knight, for example, who ran the fastest 10,000 metres in the world last year (29 min. 06.4 secs.), trained almost entirely away from the track. He trained in a park, the circumference path of which was just over $\frac{3}{4}$ of a mile. The training was on the interval system because he had a good idea of the distance and his speed of running. Also, he was able to take a set recovery interval between his fast phases.

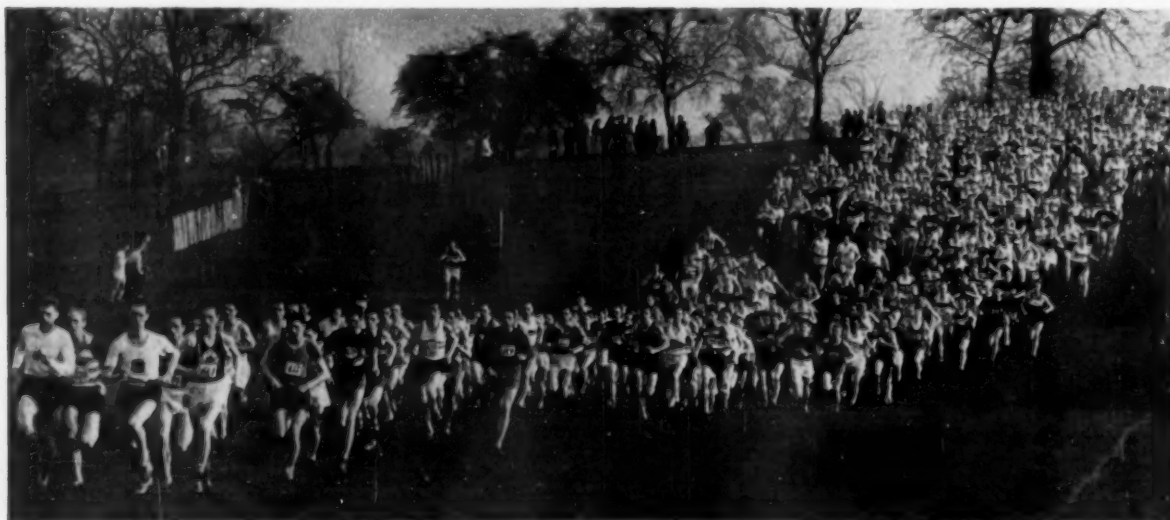
He built his $\frac{3}{4}$ miles up to 12 repetitions at a speed which reduced from 3 min. 40 secs. to 3 min. 30 secs. and gradually reduced his recovery jog to 150 yards. Although he did not time all his fast phases accurately, he had a jolly good idea of his speed and, what's just as important, he was taking into account continually his recovery interval.

In this respect, it was interval running. But the fact that it was carried out on grass in a park gave it a fartlek flavour.

It's generally known that Zatopek built up to a tremendous number of fast 400 metres in his interval running and it's often assumed that this work was always done on a track with each fast lap timed. Actually, Zatopek does much of his

By JOHN LE MASURIER

British AAU National Coach



H. W. Neale

British S. Counties x-country championship at Parliament Hill, London, last Feb. It's this sort of

winter competition which gives the British distance runners a strong background for the summer season.



New!

**BALL GAMES
FOR GIRLS...
...as well as boys**

**FIRST GRADE
THROUGH HIGH SCHOOL**

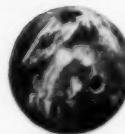
SAFE-T-PLAY EQUIPMENT proves well adapted to girls' activities



The lightness and resilience of Polyethylene Safe-T-Play equipment is proving uniquely valuable for girls' activities. The Safe-T-Bat, for example, helps materially to overcome natural ineptness and to promote early coordination of hand and eye. The short flight of Fun Ball (whether thrown or batted) holds play to limited areas girls easily cover. Active, exciting games, ranging from simplified Softball to safe LaCrosse, are played without strenuous exertion. All age levels participate, from first grade through high school.

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In 5 minutes, in any unused corridor, lunch room, gym . . . or on a playground or even a sidewalk . . . you can set up a regulation bowling game that is safe and noiseless yet fully skilled, with Bowlite the Polyethylene bowling game with full size ball and pins.



Safe! **FOR INDOORS AND
ALL CONFINED AREAS**

Scoop (shown in use above) and Safe-T-Bat (shown in use at left above) are full size equipment; the bat is 30 inches long for example. The special properties of Polyethylene make this equipment challenging to high school students of both sexes while being SAFE and suitable for children in the first grades.

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S-T-R-E-T-C-H style...
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Comfort and long wear... they're both assured when you buy Wigwam Socks. Order basketball socks now... select school color from these ten fast-colored tops:

SCARLET • ROYAL • KELLY • NEW GOLD
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Other Styles
for All Sports!

Colored toe thread denotes
size... makes pairing easy.

Sock Size	Thread Color
9	Black
10	Green
11	Red
12	Blue
13	Orange

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Sheboygan, Wisconsin

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training in the woods on a measured 400-m. path and he doesn't believe in being timed too frequently. Work on the track is good he says just to check up now and again that progress is being made.

This ties up with what the majority of British distance athletes favor.

TYPICAL DISTANCE SCHEDULES

An example of a typical schedule of one of my athletes, Alan Perkins, who is a dual international, having represented England as a cross-country runner and Great Britain on the track at 10,000 metres in 1957, may help readers follow my ideas. Best marks: 6 miles—28 min. 42 secs.; 3 miles—13 min. 47 secs.; 1 mile—4 min. 14.4 secs.; 1500-m.—3 min. 52.6 secs.

Perkins trains six to seven days a week on average, but I only check his progress in a formal track exercise once a week or ten days. In the winter, he frequently races over the country during week-ends, which is in itself an aid to progress.

A typical week's work in March goes like this:

Sunday: Running on common 8 x ¼ mile (at about 3 min. 45 secs.) with recovery jog of approximately 400 yds. (2 mins.). If the race on the previous Saturday was a hard one, then the Sunday work-out would be changed with Monday's.

Monday: 5 miles easy fartlek, informal.

Tuesday: On track or common 10 x 880 yds. (at about 2 min. 20 secs.). Jog recovery 440 yds.=2 mins.

Wednesday: Fartlek 8-10 miles.

Thursday: 10 x ¼ mile as on Sunday on the common or track if you like.

Friday: ¾ hour easy running. Rest, if important race on Saturday.

Saturday: Race or track check on progress. 25 x 440 (68). 220 yd. jog=1 min.

If the Saturday race is of championship class, then the week's work is eased to allow a gradual tapering off till Saturday.

It will be noted that the schedule is reasonably informal, which suits the temperament of this particular athlete.

The formal track exercise of 25 x 440 yds. isn't rigid. Much depends on the weather and on the state of the track, which in March can vary considerably.

Sometimes for variety the formal track exercise consists of what we call an "up and down" exercise. A favorite one of mine is:

6 x 220 (33) [jog 220 = 1 min.]
6 x 330 (50) [jog 110 = ½ min.]
6 x 440 (68) [jog 220 = 1 min.]
6 x 330 (50) [jog 110 = ½ min.]
6 x 220 (33) [jog 220 = 1 min.]

It should be noted that the schedule is designed to accommodate cross-country races of up to 9½ miles in March, but more particularly to form

the basic background for six-mile and 10,000-metre track races in July and August, with 3 miles as the second racing distance.

A target time of 28 mins. on the track for 6 miles involves an average lap time of 70 secs. Thus in winter his ¾ miles are run at 75 secs. speed, his 880's at approximately 70 secs. speed, and his formal 440's at 68 secs.

Perkins does all his winter training after dark except over the week-ends.

(On March 8, Perkins won the English National cross-country championship, beating most of the great British distance men including Frank Sando, Peter Driver, Gordon Pirie, Ken Norris, and Derek Ibbotson. Another of Coach Le Masurier's charges, Mick Firth, finished third. About 600 runners competed!—Ed note.)

RECOVERY INTERVALS

It should be noted that the recovery intervals, whether the work-out is formal or informal, are very short. For example 25 x 440 (68)—[220 jog]: The 220 jog is always one minute or less. The 440 jog between his ¾ miles and his 880 yds. is always no longer than 2 mins.

Too little attention is paid by coaches and athletes to this recovery phase. In fact one frequently reads and hears of athletes doing interval type running without any reference whatsoever to the length of the recovery. All that seems to interest them is the speed of the fast phase. Thus 25 x 440 in 68 secs. with a ¾ min. jog as recommended by some coaches, is kid's play compared with the same exercise with a 1 minute jog.

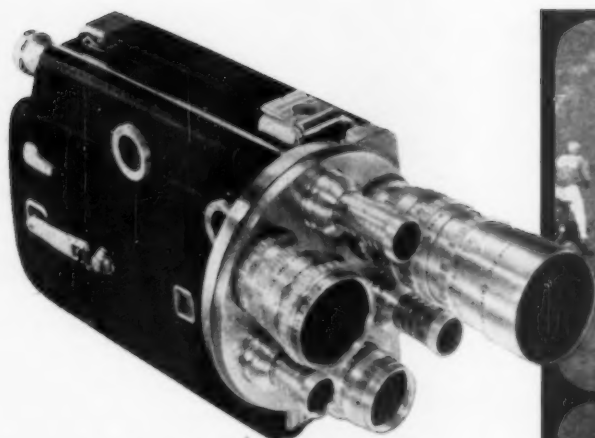
A better rate of oxygen uptake and dispersal of the waste products of fatigue are acquired by giving the circulatory and respiratory systems plenty of work to do of a sustained character; i.e., it will be achieved by increasing the number and length of the fast phases and cutting down on the rest periods. The result will also improve the psychological attitude toward fatigue.

Ken Norris, fifth in the 10,000 metres at Melbourne and one of our best distance and cross-country runners, recently stated that he watched Kuts quite closely in his training at Melbourne when his favorite work-out (which he did every other day) was to run 25 fast 440 yards on the track, with a slow 110 yards jogging between each. These slow joggings took 30-35 secs.

There's a lot of sense in this type of training for the 5,000 and 10,000 metre runner because if he becomes used to long recoveries between fast intervals, he'll be expecting them when he comes to a race.

Repeated 440 yards have become the traditional distance for many athletes, but I believe that for those who have to cover 24 or 25 laps in a race, 440 yards is too short and that more work using 880 yards and ¾ mile is more valuable to the distance runner.

Fast phases must be short enough
(Concluded on page 75)



HOW TO TURN LAST WEEK'S "GOAT" INTO NEXT WEEK'S HERO

DID YOUR BEST PLAYER PULL A BONER LAST WEEK?

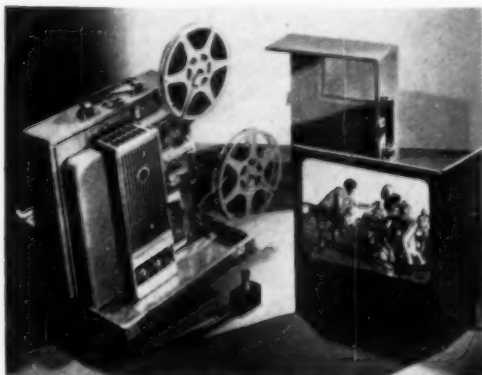
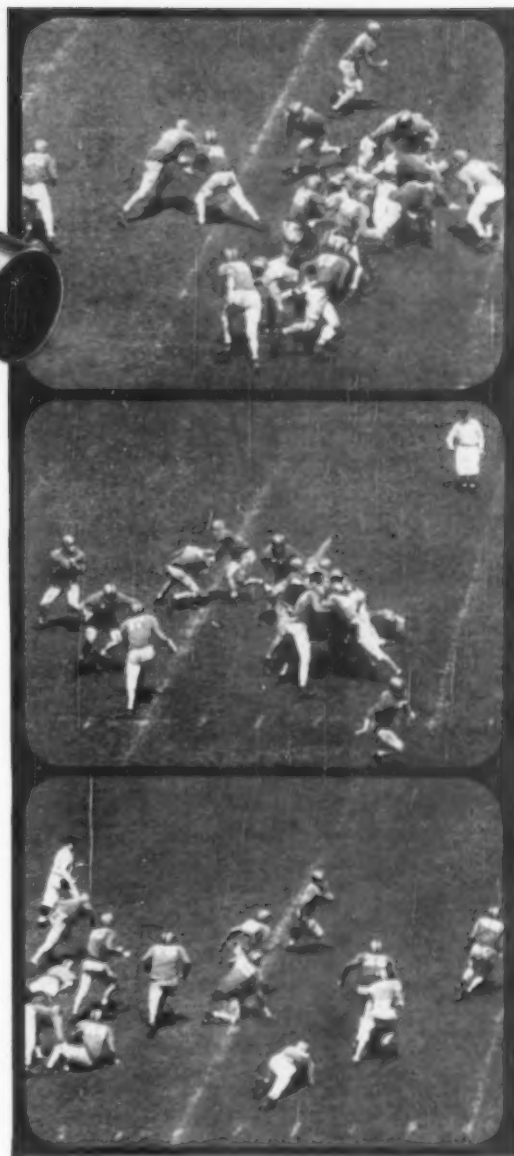
Sit down with him and study that film. *Show* him just where and why he went wrong. He won't forget. And the rest of the team will learn faster, too.

With movies, you catch and hold all the important action. Plays that worked—and those that didn't—are always at hand to evaluate, discuss, improve.

What do you need? First a camera—like the Kodak K-100 Turret Camera. The 40-foot run on a single wind gives you 50 seconds of action at 32 frames per second. And with three lenses—each with matching finder in rotating turret mount—you pick the one to give you best coverage for any situation.

View 'em right and bright. Put the whole game on your desk for private "skull" sessions. With the Kodak Analyst II Projector, everything's at your finger tips—variable speed, remote reverse, and table-top viewer. Or use the Analyst II for showing your pictures on a screen so the whole team can watch.

Use the right Kodak movie film. In bright sunlight, use Kodak Plus-X Reversal Film. For the extra impact of full color for student showings or alumni meetings, use Kodachrome Film. Shooting under tough conditions—as under artificial light or in a dark field house? Then you want extra-fast Kodak Tri-X Reversal Film.



Kodak Analyst II Projector lets you replay every minute of each game. Has remote reverse, table-top viewer, variable-speed control. Can also be used to project large, brilliant pictures on full-sized screen.



Kodak 16mm movie films—Choose the one that best meets your need—black-and-white or color, indoors or outdoors. Available in 50-foot magazines and in 100- and 200-foot rolls.

This all-star combination of Kodak film, camera, and projector clicks on every play. Send today for descriptive literature and name of processing laboratories in your area which provide special service for football films.

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Junior High System for Sport Participation

THE purpose of the junior high school sports program is to provide for:

1. A wide range of sport activity for many boys and girls.
2. A balanced program for intramural and interscholastic games.
3. Meeting individual needs on four levels of ability.
4. Regulating athletic competition so that the sports program becomes an important part of the junior high school curriculum.
5. Promoting interschool understanding of the system.

Program: The program is predicated on the principles listed above. The first level of opportunity is provided during gymnasium, swimming, and playfield classes; and some class time on all levels is devoted to general sport fundamentals, skills, attitudes, and competition. This is important because it reaches every boy and girl regardless of individual ability.

The next step provides for activity on the intramural level. Intramural teams not only play teams within their own building at the same grade level, but also play in-

tramural teams of other schools within the city. This enables a large number to experience "varsity" opportunity at the intramural level.

The third step offers activity for the gifted. In other words, one team will be developed from the operating program to represent the highest ability of the school at each grade level. These teams are scheduled to meet other schools within the school system.

The final level involves the ninth grades only, and it's here that a laboratory is provided to justify interscholastic competition in the junior high school.

One of the major purposes of our junior high schools is to provide a transition between the elementary school and the high school program.

Revenue: Inasmuch as the program is designed to meet the needs of many boys and not only those of a gifted few, additional funds are necessary to promote a broad extra-curricular field of experience. It's believed that these activities will be best appreciated if those who participate have the opportunity to help finance the project.

The Board of Education provides utilities, facilities, and a limited amount of equipment, while participants in the program provide for an operating budget or fund which is used to meet all necessary expense associated with the endeavor. The following method is used to collect revenue involved.

First, a student athletic participation ticket is offered to all junior high students for the price of \$1 a school year. This ticket allows the holder to attend all sport activities (boys) conducted by our junior high schools for the entire year.

Secondly, a small gate fee is charged all non-ticket holders (student and non-student) whenever necessary. School principals have the privilege of donating student tickets to any students unable to purchase one because of financial difficulty. Teachers are provided with activity tickets.

Accounting: All funds involved in the athletic or sports program is handled by the Board of Education. Any revenue collected by the schools is forwarded along with all gate receipts to the department of physical education in the Board of Education building, where a junior high school ledger prepares a financial report for the Board of Education and school auditors.

Vouchers are signed by the school principal and the director of physical education. All checks are signed by the Superintendent of Schools.

One junior high account covers all operations and issues a monthly statement for the Board of Education, the Superintendent of Schools, junior high principals, and the director of physical education.

Budget: A fine program is established with a little added expense to the board. The yearly estimated budget is prepared by the principals and director of physical education, and provides for anticipated revenue and expenditures for the

COACHING ASSIGNMENTS AND SALARY SCHEDULE

Sport	Season	Grade	Games	Coaches per school	Salary
Football*	Sept-Nov	8-9	Noon-Night	3 (each)	\$100
Basketball*	Sept-Mar	8-9	Noon-Night	3 (each)	\$100
Swimming	Nov-Mar	7, 8, 9	Noon-Night	1 (each)	\$100
Track	Mar-June	7, 8, 9	Noon	1 (each)	\$100

*Seventh grade boys who are qualified by size and ability may participate in the program at eighth-grade level, providing parents and the involved coaches agree.

By FRANK WHITNEY

Director, Athletics and Physical Educ.
Birmingham (Mich.) Public Schools

school year involved. The budget must have Board of Education approval before operating.

Chief expenditures consist of game expense (officials and gate personnel); transportation (bus between schools); and necessary incidentals (score books, preparing athletic fields, sports equipment, etc.).

All purchases are made through the department of physical education.

Average operational cost of the program as outlined is in the neighborhood of \$1,500 a year. This doesn't include the Board of Education contribution for coaches and facilities.

Supervision: The Board of Education assumes the cost of providing program leadership.

Coaching duties associated with the athletic program are to be conducted after school hours. Coaches will be expected to participate in a few scheduled night contests.

CARRY-OVER ACTIVITIES

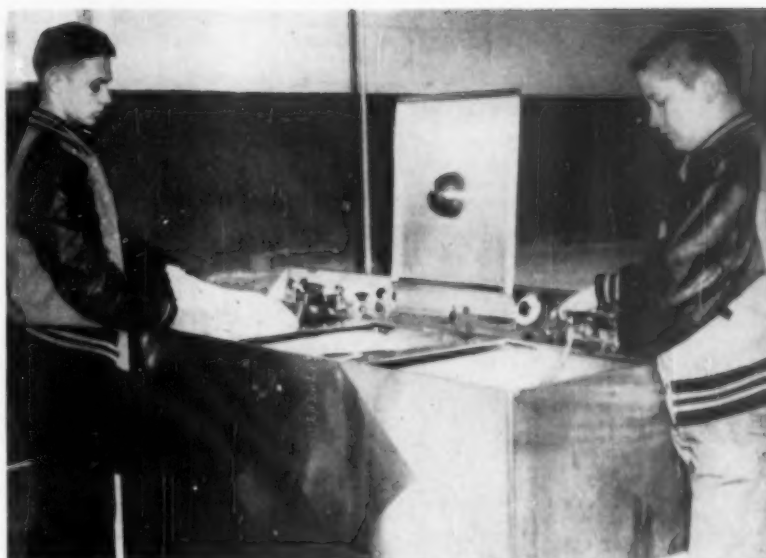
The program is not designed to emphasize certain sports at the expense of others. The value of introducing carry-over activities like golf and tennis to the junior high age is well-recognized. Plans are made to promote these activities through class, intramurals, and inter-city levels.

Scheduling of Activities: All program activities (official games and meets) are scheduled through the department of physical education. A master schedule is prepared for each sport which establishes teams to play, participating time, and place of contests and officials. In addition the schedule denotes what team will travel, provides for the transportation necessary, and sets the color of uniforms.

Limitations of Participations: In addition to the rules and regulations established by the State of Michigan for junior high sports, no out-of-city contest is allowed in football, a contact sport.

However, three contests each in basketball, swimming, and track with out-of-city opponents are recognized for a consolidated ninth grade team. These may be scheduled through the principal of the school concerned, or the department of physical education. They help terminate sport seasons and provide added incentive for the most gifted.

Facilities: Most contests are scheduled for the local junior high facilities. However, in several contests during the year some facilities involved aren't adequate enough to



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Hammond High School
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Columbus, Ga.

Manatee County High School
Bradenton, Fla.

Mitchell County High School
Camilla, Ga.

Newport High School
Newport, Ky.

Olean High School
Olean, N. Y.

Opelousas High School
Opelousas, La.

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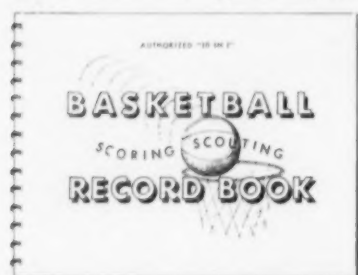
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- ☐ "Techniques of Athletic Training" \$2.95
☐ "Treatment and Prevention of Athletic Injuries" 4.50
☐ Athletic Directors Handbook 4.75
☐ Athletic Directors Record System 16.95
☐ Jiffy Athletic Correspondence Cards: Unstamped—per hundred 3.00
 Stamped Double Cards, per hundred 8.50
☐ Coaches & Officials Schedule Book 1.25
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allow for complete use of the student ticket. In these cases, use is made of the senior high school (football, 6,000; basketball, 3,000; swimming, 900; and track, 300).

Eligibility: Rules and regulations established by the Michigan State High School Athletic Association for junior high schools govern junior high practices and games.

Liability: The Board of Education assumes no liability associated with the junior high sports program. Participants in the program are encouraged to become a member of the state athletic benefit plan.

Girls Activities: The plan for girl students is a modified form of the program outlined for the boys. Most needs are met on the class and intramural levels. However, some within-the-city, competitive sports for school teams is sponsored in the ninth grade to promote inter-school understanding. No out-of-city participation is allowed.

Rules and regulations for the girls program as already established are to be followed. Funds from the girls water ballet supports the program.

It should be stated that while the plan may seem complex, it's actually relatively simple.

Participating schools like it because it eliminates details of scheduling, election of officials, transportation, purchasing, fiscal accounting, and preparation of athletic fields (done by the office of the department of physical education).

Coaches like it because they receive extra compensation and can devote their time to developing the participants.

Students like it because it allows four levels of competition and provides the two junior highs with participation in the following scheduled contests for each:

Football—6 teams which play 6 intramural games, 10 intramural interschool games, and 2 all-school games.

Basketball—6 teams which play 12 intramural games, 20 intramural interschool games, 4 all-school games, and 3 interscholastic games.

Swimming—3 teams which have 3 intramural meets, 6 intramural interschool meets, 1 all-school meet, and 3 interscholastic meets.

Track—3 teams which have 3 intramural meets, 3 intramural interschool meets, 1 all-school meet, and 3 interscholastic meets.

Total contests for each school—80. This doesn't include any gym class games nor does it include any practice activities between teams which coaches may desire. Baseball needs are met by a community program which starts in May and ends

in August. Some unofficial contests are scheduled also for boys who are interested in golf and tennis.

Parents like the program because it provides sport activities for many boys, some night contests which they may attend and evaluate, and it uses sport facilities at maximum capacity.

"Here Below"

(Continued from page 5)

enough rubber in our legs to open a bum-check factory. We promptly decided to give the game back to Dr. Naismith.

Seriously, though, it was a wonderfully educational experience. Never have we seen such a comprehensive basketball course put across so graphically. Dolph and his crack board of elder statesmen—superb clinicians like Andy Mogish, Bobby Sand, Elmer Ripley, and Doc Jacobs—left nary a dribble unturned. They gave the kids positively everything, drilling them to perfection and then turning them loose in a high-powered tournament.

We got a boot out of watching the coaches go noisily insane on the sidelines. Fellows like Dolph, Rip, Doc, and Bobby simply can't play it cosy. Anytime they're coaching—whether it's a playground pick-up game or a big-time college tournament—it's to hell with the ulcers and full scream ahead. Their enthusiasm gave the tournament a real big league atmosphere and the kids responded like tigers in heat.

We were particularly interested in the seminar on combatting the pressing defense, since the press is always making life miserable for coaches. Many of the points expounded by Dolph may be found in Brice Durbin's article on page 7. But several additional pointers are well worth enumerating here:

1. Hurry! Don't give the pressers time to choose their men and gain advantageous positions.

2. Determine the pressers' best ball-hawk and move him out of the play by having your man take him to a far removed corner and keep him there.

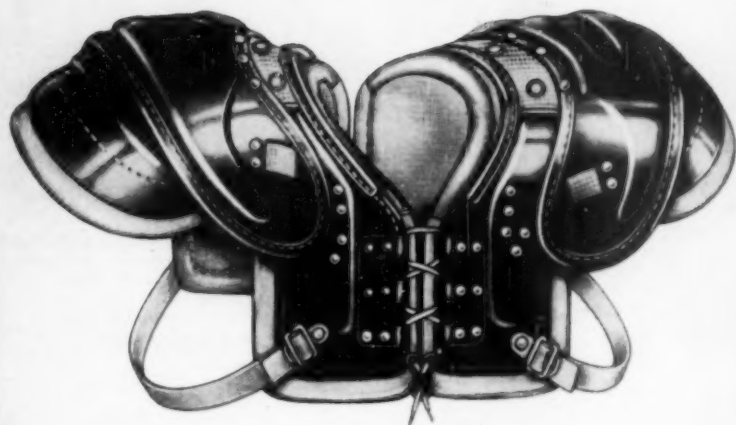
3. If you have an outstanding ball-handler, clear out an area and let him play hide-and-seek with his man.

4. Keep spread and move.

5. To help out the harassed ball-handlers, cut up-court and then sharply button-hook back, setting up posts to which the ball-handlers can pass and cut off.

6. Don't cut into a congested area and stand still. Move in and move out quickly.

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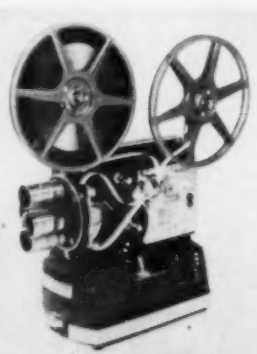


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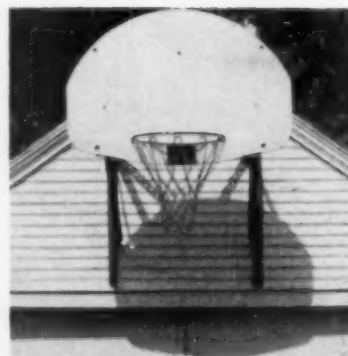
• **MOVIE CAMERA-PROJECTOR COMBINATION.** Wittnauer's revolutionary device performs function of both a camera and a projector, enabling coach to shoot color movies of their team one day and see results (projected on same compact equipment) almost before next workout. Light and portable, it comes with special "piggy back" travel case that allows camera (together with extra film and accessories) to be carried in one section of field case and projector base in bottom section.



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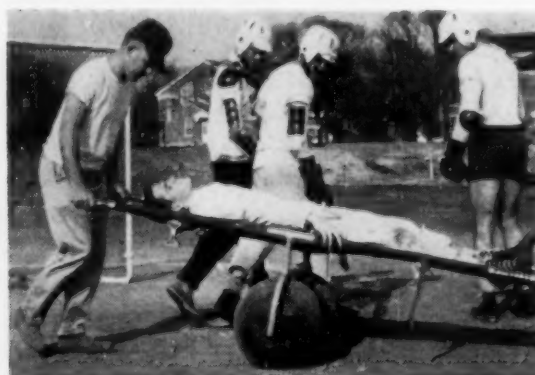
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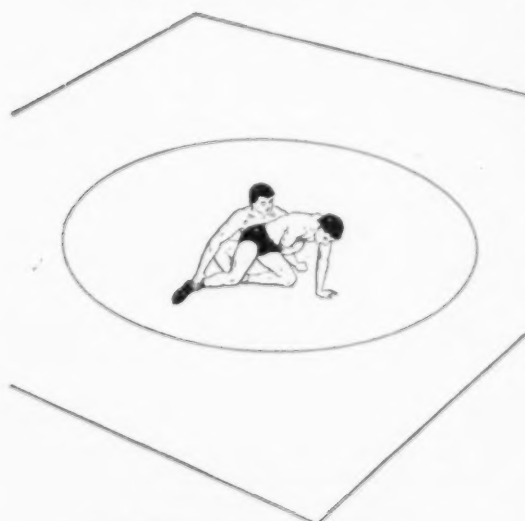
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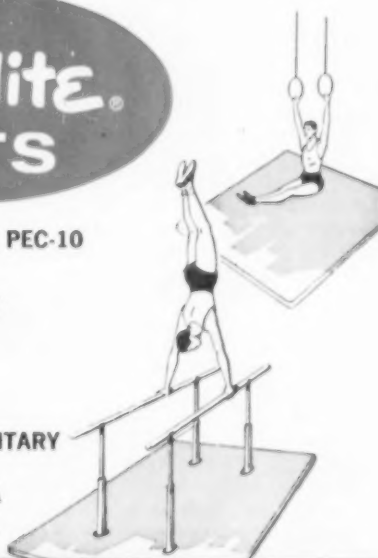
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Land Hockey Play and Drills

BEFORE Dartmouth acquired its artificial ice plant, I suffered the same pre-ice pains as any other coach without such facilities. Though fully aware there was no ice to practice on, I was constantly reminded of it by my players, who were eager and anxious to start hockey practice.

To keep the boys happy, I advised them to take up special pre-ice games and drills such as handball, squash, and shooting at a 4' x 4' shooting board suspended on the 4' x 6' goal cage.

Although these games and drills were beneficial, they were primarily conditioners and didn't bring into play the principles of hockey which would help the player mentally review the team's system of play before the ice cometh. Consequently, a few years ago, I devised a game which I call Land Hockey.

The equipment needed for Land Hockey drill and scrimmage are:

1. Volley ball inflated to 60% capacity as to be grippable with one hand, or a water polo ball.
2. Goal cages and goalie equipment.
3. Hockey rink or rink size area marked outdoors.

The game requires a lot of running, but, because it involves all the principles of hockey, the players enjoy it and run themselves into good physical condition. The mental review of the hockey principles involved is of great benefit to the forwards, defensemen and goalies.

The so called "puck" is the volleyball or water polo ball. Since it is grippable with one hand, the player can run with it freely, pass it, and throw it at the vulnerable openings of the cage. He can also hold the "puck" away from his opponent and thereby keep his body between the opponent and the puck, which is a good fundamental hockey principle and is known as the "Protective Dribble."

The goalie wears full equipment, except skates, in order to bring the proper blocking equipment into play.

The other players may wear shorts and sneakers because this is pri-

marily a running—passing—shooting—backchecking game, with no body checking.

In Land Hockey Play drill, the three forwards come down on the two defensemen practicing their various plays and after "beating" the defense try to "finish-off" the play by scoring on the goalie.

For the Goalie:

1. Learning the art of playing the angles properly to reduce cage openings to a minimum.
2. Learning the art of using correct blocking equipment, depending on the shot.

Excellent practice for sizing up situations, speeding up the reflexes and reactions.

4. Excellent practice for calling out friendly commands to teammates in front of the cage.

Frankly, the players enjoy this running Land Hockey play drill because of the fun of flipping a ball around as they make their various plays. Most of the practice time is devoted to the 3-on-2 play drill whereby the team's basic plays are reviewed and then practice can be terminated with a Land Hockey scrimmage (without bodychecking).

SCRIMMAGE RULES

Following are the Land Hockey scrimmage rules:

Regular hockey rules apply with the following exceptions:

1. The game starts with a basketball toss in the center zone.
2. No bodychecking.
3. Only one rebound play allowed on each shot.

4. Scoring must be by hand, no kick-ins.

5. No sticks, except for goalie.
6. If opponents touch ball with hand, possession is lost and ball must be dropped and opponents immediately start a counter attack.

After the scoring attempt is completed, and on the whistle, the players check back as fast as possible. During this play drill, the extra defensemen should participate as forwards for play review, leg and wind conditioning.

These Land Hockey play drills bring into play the fundamental principles of sound hockey and benefit the forwards, defensemen and goalie as follows:

For the Forwards:

1. By keeping the ball extended away from the opponent, the fundamental principle of the "protective dribble" (keeping the body between the puck and the opponent) is employed.

2. Learning the art and importance of possession and control.

3. Learning the art of looking deceptively before passing or shooting so as not to alert the opponent to the intent.

4. Learning the art of passing early (at least stick's length in front of an opponent) so the pass cannot be intercepted.

5. Learning the art of feeding, jumping, and passing back.

6. Learning the art of playmaking at the defense, and at the same time reviewing the team's basic plays.

7. Learning the art of finishing off plays properly by looking up for

ONE of hockey's greatest coaches, Eddie Jeremiah played five years of pro hockey and then coached the Boston Olympics to the 1936 national amateur championship. He returned to his alma mater (Dartmouth) in 1937 and won the Pentagonal League hockey crown in seven of his first nine years at the coaching helm. From 1942 to 1946, his teams set an intercollegiate record of 46 games without defeat. At one time or another, the Dartmouth coach has served as an executive on almost every outstanding hockey organization. In the next issue, Eddie will follow up his pre-ice conditioning article with a beauty on actual ice conditioning. Both pieces are taken from his superlative coaching text, "Ice Hockey" (Ronald Press Co.).

vulnerable openings on the cage or premature goalie commitments.

8. Learning the art and importance of backchecking.

For the defensemen:

1. Practice in early sizing up the opponent's jump.

2. Practice against committing self too soon.

3. Practice in guarding against the "cutback angle" (i.e., turning too soon and improperly positioning self in front of puckcarrier who "cuts back" and escapes from defensemen).

4. Practice of having one defenseman always in front of the net.

5. Practice of defensemen talking to each other under game pressure.

6. Practice of conveying puck-carrying teammate across the defensive blueline.

7. Practice of the fast breakaway or fast pass-up when intercepting an opponent's pass.

COACH'S WIFE

By Sally Garland Foulks

Oh, the life of a coach's wife!
It's bad, it's true, when they lose—
But when they win, you're really in,
And all your kids have shoes!

Oh, the life of a coach's wife!
She eats out at this and at that,
She listens to speeches, and constantly
preaches
School spirit—mostly through her hat!

Oh, the life of a coach's wife!
She knows not to mention a raise,
For the question of money is always a
honey,
And it's always the woman who pays!

Oh, the life of a coach's wife!
It's worst from August 'til December.
I've been walking the floors outside
locker room doors
Longer than I can remember.

Oh, the life of a coach's wife!
She's afraid to pick up the news.
For fear of discovering just what is
hovering
O'er her—from the editor's views.

Oh, the life of a coach's wife!
He's gone from sun to sun,
When other men are home, he's just
started to roam,
When Alumni arrive, he must run.

Oh, the life of the coach's wife!
For whom smoking's a cardinal sin—
But it's worth this and more, a hundred
times o'er,
For the annual chance that they'll win!

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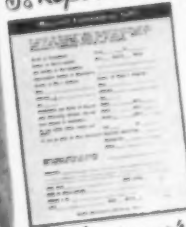
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That Stitch in the Side

Causes, symptoms, and treatment of this common problem, which will equip the trainer with that ounce of prevention worth a pound of cure

JUST as conclusively as a broken leg, that "stitch in the side" can take an athlete out of competition and give the coach and trainer a bad time wondering what to do and how far to go as the athlete expresses nausea, vomiting, and pain in the right side.

It presents a big problem because that "stitch in the side" has many causes. Some of these causes are dangerous. From "A" to "ZZ," the causes that follow aren't particularly common to each other, but the end result of pain in the right side remains the same. Any one of these may take the athlete out of competition:

- (a) Excessive gases in the intestines.
- (b) Lack of abdominal muscle conditioning.
- (c) Emotions.
- (d) Structural imbalance from foot problems.
- (e) Constipation.
- (f) Eating too much or too fast before running.
- (g) A hot athlete drinking cold water.
- (h) Exposure and chilling.
- (i) Appendicitis.
- (j) Adhesions pulling around an old appendectomy.
- (k) Faulty food (fried foods, heavy starch).
- (l) Intestinal spasm, kinks, ptosis, etc.
- (m) Faulty calisthenics.
- (n) Cracked rib or an ineffective strapping for same.
- (o) Spasm of intercostal muscles.
- (p) Dislocation of the 12th rib (rare).
- (q) Pressure from inadequate or faulty gear.

(r) Failure to break the "fatigue barrier."

- (s) Physical exhaustion.
- (t) Air gulping habits.
- (u) Return to competition too soon after illness.

(v) Anatomic shortness of one leg.

- (w) Spinal curvature.
- (x) Pelvic torsion or twist.
- (y) Vertebral subluxation.
- (z) Direct trauma to the side (without fracture) followed by running.

(zz) "Heat cramps" that develop in sunstroke.

Whether it's in track, football, basketball, soccer, swimming, or any other sport that demands muscle tension, the "stitch in the side" may come without warning and immobilize the athlete so effectively as to render him non-competitive.

His symptoms may give neither him nor his handlers any peace of mind until a diagnosis is made. Even then the boy will continue to worry about it and performance will be affected accordingly.

Luckily, the reasons for that "stitch in the side" in the average healthy athlete aren't of complicated origin. They're the factors, however, that often send even an Olympic champion to the hospital with "appendicitis" which he doesn't have or pull up a distance-runner in mid-stride.

Nervous tension, faulty eating, improper conditioning, bad running habits, etc., are the more common causes for this problem, and the coach and trainer should be able to handle them effectively. Sometimes the "gas pains" and "appendicitis" may be explained as follows:

"The stitch" from gas pains: When gas develops in the colon, the intestine becomes distended and uncomfortable. Abdominal muscles contract. The ascending colon continues to accumulate trapped gas until the colicky pain makes the athlete grasp his side. He has no alternative but to stop, because action makes it worse.

Fifteen years of past experience with these cases suggests certain common factors that tend to contribute to "the stitch." These factors haven't been scientifically validated to date, but they're in agreement with medical textbook concepts. As such, they're presented as follows:

- (a) Air gulping in running.
- (b) Ingestion of poorly cooked food.
- (c) Foods gulped hastily and poorly digested.
- (d) Consumption of milk products.
- (e) Heavy cellulose-content foods (beans, peas, cabbage, etc.).
- (f) Lack of bowel movement.
- (g) Allergy to foods.
- (h) Ingestion of too much sugar (cokes, candy, pastry).

Appendicitis-like symptoms may give wrong impression: Athletes, in excitement, may show appendicitis-like symptoms, and a hurried diagnosis may lead to an unnecessary trip to the hospital.

Most coaches and trainers have long since learned that athletes are systems unto themselves and have to be treated as such. The athlete is controlled by his emotions and these emotions play a role in his physical ability as well as his competitive spirit.

Emotions control action and sensation. When the athlete goes into action, various physical and chemical changes take place to meet the demand and the changes may even extend to the blood stream.

Edwards and Woods¹ reported in their studies of exercise that football players had a leucocyte count that went 200% over normal. In the case of a competing athlete with "appendicitis-like" symptoms where a blood count was taken, note how misleading this might be.

The leucocyte count would be high, and the alkaline reserve level would be altered. And when an

By DR. J. V. CERNEY, Trainer, Dayton Triangles Pro Football Team

¹ H. T. Edwards & W. B. Woods: "A Study of Leucocytosis in Exercise," *Arbeitsphysiologie*, Vol. 6, No. 1, page 73.

operation was performed and the appendix was found to be normal, where would the fault lie?

This suggests a false deduction because of the high leucocyte count that came from emotional excitement and the appendicitis-like symptoms that possibly came from the same origin. With the changing alkaline reserve and the growing amount of lactic acid, a change in muscle physiology had to follow. It might be abdominal muscles, especially those on the right side, that are affected; and because of this, the coach and trainer, as well as the team doctor, have to be alert about false leads.

Symptoms of true appendicitis:

Given here is a brief resume of true appendicitis:

The athlete will develop a colicky pain that comes on abruptly and localizes in three to 36 hours. The abdomen gets rigid. There may be nausea without vomiting. Vomiting may occur three to four hours after the onset of the pain and gives no relief.

There may be no fever. Diarrhea may be followed by constipation and there may be excessive urination. The pulse is rapid. Common remedies don't relieve the pain.

Treating the average "stitch in the side": A "stitch in the side" that's of a normal origin from tension, poor conditioning, poor habits, etc., may be treated by the coach or trainer as follows:

1. Flex the right leg back on the abdomen. Repeat this slowly four or five times. Do NOT massage the abdomen at this point.

2. Apply a cold pack to the athlete's side and abdomen. This may be accomplished by soaking a large towel with cold water. The water should be only as cold as its coldest point on exiting from the faucet. Wring the towel, fold it and apply to the area. DO NOT USE ICE. Leave the cold pack in position until it reaches body warmth. Repeat until the packs do not heat up. By this time it will be noted that the muscles of the side and abdomen are completely relaxed (in the uncomplicated "stitch") as the boy lies on his back on the training table with his knees flexed.

3. When the athlete is "cooled out," withhold all food. A light diet may be permitted the following day. This diet should contain very little cellulose or other indigestibles. He may immediately have all the ginger ale, with chipped ice, that he wants. Mild body massage may now begin.

4. Remove all pressures (jock strap, belts, protective pads, adhe-

(Concluded on page 79)

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SMALL — Boys and Misses 16-18 — Length 40"

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A lightweight, windproof jacket for quick "warm-up" in sports of all kinds. Gets player warm, keeps him warm but does not cause excessive perspiration.

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LENGTH: 30 inches. LIST PRICE: \$12.20 TEAM PRICE \$9.15

NO. 150 DELUXE HOODED CAPE

These warm and windproof capes have been designed to get players in and out of games quickly. They are durably made of warm, waterproof, extra strong var dyed rubberized fabric doubled to a blanket lining material. All seams are double stitched. Raglan shoulders and full cut allow room for pads and provide complete protection for body, knees and seat when player is sitting, kneeling or standing. Garmont is held together by fastener at neck and by player keeping hands in specially designed inside pockets as shown in illustration.

NO. 150 SIZE: Large only.

LENGTH: 45 inches. Available in other lengths on special order.

WEIGHT: 3 1/2 lbs. LIST PRICE: \$15.35 TEAM PRICE \$11.50

NO. 149 FAMOUS SIDELINE PARKA

Specially made to meet the requirements of school, college and professional football squads. These warm and windproof parkas are durably made of extra strong, waterproof var dyed rubberized fabric double to a blanket lining material. All seams are double stitched. Raglan shoulder and full cut to allow ample room for pads. Full skirt so that garment will go under the seat and over the knees when player is seated. Nicked, rust proof buckles in front. Extra large slash pockets placed high to make easily accessible when seated on bench.

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Guide to Planned Schedule Construction

THE problem of scheduling in high school athletics can be extremely vexatious to the athletic director or coach, particularly where careful planning, organization, and coordination are not observed.

Nothing can be more discouraging or demoralizing than facing a season plagued with the uncertainties of unfilled dates, inadequate or too powerful opponents, unbalanced contest days, and the many other shortcomings of a loosely drawn schedule.

Incentive to practice goes hand in hand with the desire to test oneself against an opponent of comparable strength. And to make this consistently possible is the obligation of the one charged with the responsibility of scheduling.

As in every other phase of athletics, certain procedures must be established. The first step along the way is to develop a rough form containing the necessary elements to identify each contest. As noted in the accompanying diagram, essentials include: day of week, date, school, home school, and time.

Extra space is reserved for comments, names, and phone numbers of school contacts. It has been found helpful to block off each week, leaving enough spaces for the number of games desired.

Following preparation of the rough form, inclusive dates for the sport must be defined. These may be limited by regulations of state athletic bodies, league, or school administration. Regardless of how they're regulated, they must be indicated on the rough draft to alleviate later embarrassment.

At the same time, it's wise to cross off specific dates not available, such as legal holidays, school holidays, and major activities that would interfere with a contest or transportation.

Before contacting opponents, it's advisable to set down on the rough draft schedule the specific dates on

which you wish to play. Naturally, if you're a member of a league, the league games must assume first priority and should be inserted when known. The remaining open spaces, with dates, will be the ones necessitating personal attention.

Non-league opponents should be selected carefully to furnish overall schedule balance. A point to remember here is that extremely weak opponents are as hazardous as those too strong. Teams receive little satisfaction in defeating opponents definitely not in their class.

In compiling the list of potential non-league teams, it's necessary first to establish with school administration the maximum distances that can be travelled. It's also wise to stay within your own general range of enrollment. Past schedules and records will prove helpful in screening out undesirable opposition. The goal, of course, is to place two evenly matched teams on the field.

Once you've made up a good contact list, the next step is to place them in an order of priority, noting beside each whom to contact. Many

wasted moments on telephones can be avoided by knowing contacts and asking for them by name rather than title.

Unless undue expense is involved, a direct telephone call is much more productive than cards or letters. Time lapse in written correspondence leads to problems.

This completes the preliminary work. Next in order is actually calling the contact and coordinating open dates. A point to keep in mind is that relationships between individuals and schools are an important part of scheduling. The coach or athletic director immediately becomes the symbol of the school he represents. Every effort should be made to conduct a campaign of good salesmanship.

For this, the following tips will prove helpful:

1. Prepare early. Don't wait until a few days or a few weeks before the season opens to start scheduling. The farther in advance it's initiated, the more success can be expected. Start, if possible, in March or April to prepare the complete schedules for the following year. Some schools

1958 BASEBALL SCHEDULE					Rough Draft
Day	Date	School	Where	Time	Comments
Tu	Feb. 25	* Central	Here	3:00	Bob Smith Ho. 1-7215
F	28	* Jordan	Jordan	2:30	SPORTS AWARD BYE-DUST FEB 27 6:00 PM
Tu	Mar. 4	* Northside	Northside	8:00	CITY PARK, 803 and GRAND
F	7	* Westport	Here	3:00	Don Jones Jr. 2-7774 After 1:30
Tu	11	* Jordan	Here	3:00	Jim Black Ad 1-3115 3:00-4:00
F	14	Jackson	Here	3:00	Bob Hoyt Ho 2-3217 Before 10:00
Tu	18	Adams	Adams	2:15	JACK HART Dr. 2-7234 Before 10:00 After 3:00
F	21	Washington	Washington	3:00	Paul James VE 1-1134
Tu	25	* Central	Central	2:30	
F	28	Jefferson	Here	3:00	Pat Hogan Dr. 2-3472
					No Games for Vacation

may not wish to consider specific spring-sports dates at this time, but may indicate their later availability.

2. Be specific. State what you want in the way of contests and when you want them.

3. Be honest. If it's impossible to accommodate a school, tell them so. They'll appreciate this much more than receiving encouraging but evasive answers that cause them to call again and again.

4. Accept responsibility. Don't push the job off on a clerk or secretary. Your personal contact is much more valuable in developing good relationships.

5. Respond to messages. Whenever you receive telephonic or written messages to contact a party at a certain school in regards to scheduling, make sure to honor them whether an opening exists or not. A call or brief note indicating the lack of open dates takes little time and is a mark of courtesy.

6. Develop a file of potential opponents. Include the name of the person to contact for each sport, where he can be reached, and preferred times for calling. This will enable you to avoid interruptions in the school program and drawing a person away from business.

7. Balance schedules. An overloaded home schedule one year will lead to an overloaded traveling one the following year. Insisting upon home games only causes friction.

8. Avoid changes. Once a contest is scheduled, only the most compelling circumstances should cause you to alter this commitment. Even then, the alteration shouldn't be made without consent from the opposing school.

9. Keep a calendar of scheduled dates. As a contest is scheduled, it should be recorded on an events calendar in addition to the rough draft. This serves as a double check and avoids duplication.

10. Send written verification. Once a schedule has been completed, it's wise to mimeograph enough copies to send one to each opponent. These will serve as a verification of dates and eliminate possible errors. Of course, if contracts are the policy of your school these would serve the same purpose.

The final step is to place the schedule in a typed form and give it wide publication.

A practice that pays dividends in public relations is to make enough copies to enable the coach to send one to the parents of each boy on his team. This, enclosed with a brief note congratulating them on their son's participation, may be used to invite them to watch the games.

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Niacin	9.5%	6.5%	7.5%	8.0%
Vitamin C	4.8%	3.4%	4.8%	4.8%
Vitamin B ₆	16.0%	16.0%	16.0%	18.0%
Protein	13.5%	9.5%	14.5%	14.5%
Iron	20.0%	16.0%	20.0%	20.0%
Phosphorus	19.0%	16.0%	28.0%	26.0%

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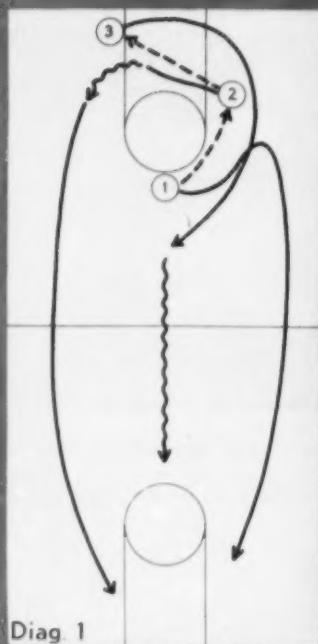
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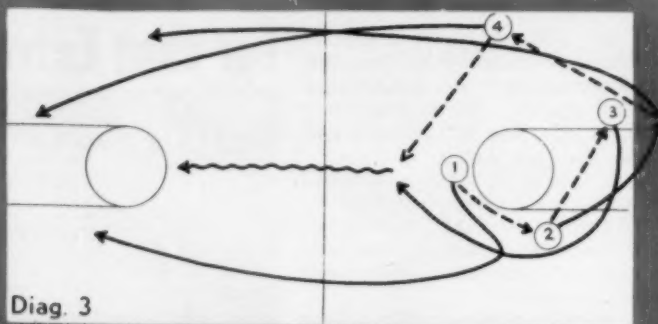
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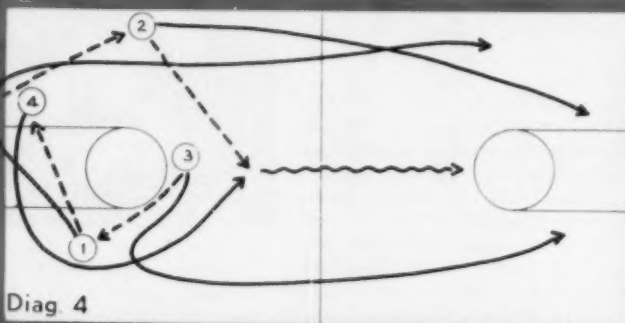
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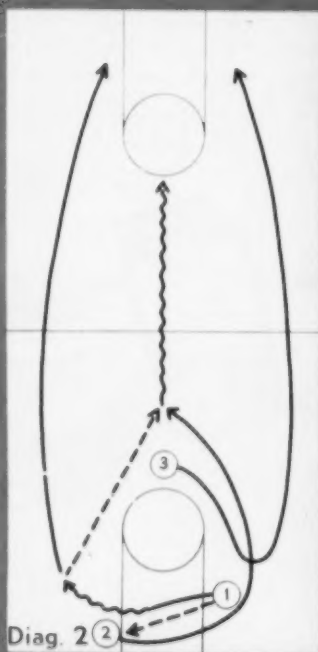
Diag. 1



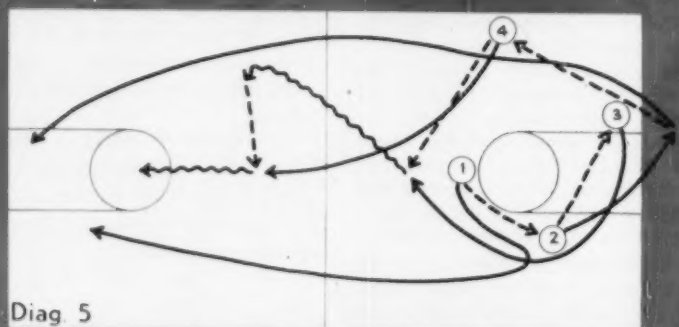
Diag. 3



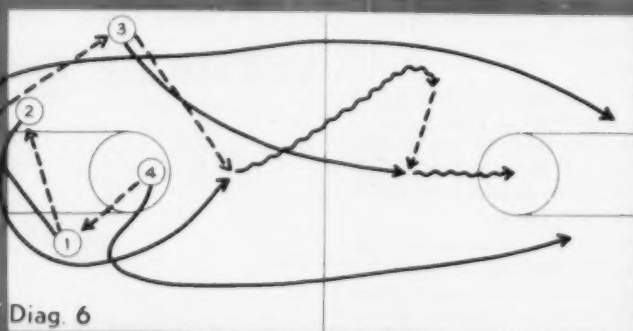
Diag. 4



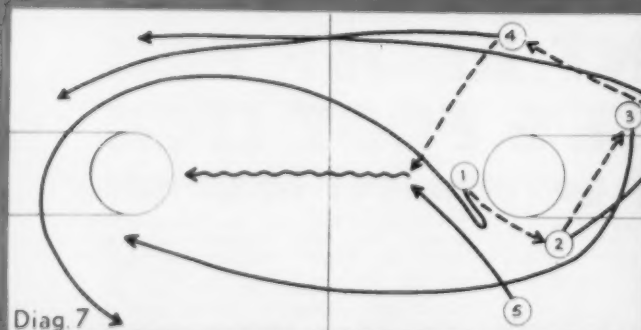
Diag. 2



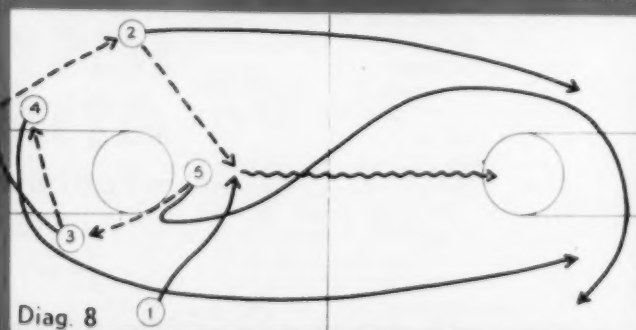
Diag. 5



Diag. 6



Diag. 7



Diag. 8

VIBORA'S three-lane fast break with variations is taught through a series of drills that condition the players to switch from defense to offense as quickly as possible and to perfect the proper timing that establishes the 3-on-2 advantages.

At the same time, the drills help condition the players, not only with respect to the speed needed for this offensive pattern but to maintain a constant speed throughout the game.

To obtain the best results, this fast-breaking offense must be learned in graduated steps, and we do this through hard daily drills of at least 30 minutes duration. We practice these drills in two different manners: first, without opposition; and, second, under game conditions.

The opposition-less drills, conducted with 3, 4 or 5 players, are designed to teach the mechanics of the fast-break attack, the essential fundamentals, the basic plays, and the plays for special situations.

A practical way in which we develop these drills without opponents at the beginning of the season is to have the players run up and down the entire floor for four minutes, as follows: they run the first minute at full speed, the second minute only jogging, the third again at full speed, and the last jogging.

Although we use cross passes in these drills without opponents, later under game conditions we try to avoid the cross passes as much as possible, using them only when there's a 90% chance of success.

Diags. 1-2, Three Players: The men are placed in a triangle, as shown,

with player 1 on the outer rim of the circle, 2 in the right lane, and 3 in the left lane.

No. 1 passes to 2, who passes to 3. The latter shoots and runs to the middle lane, while 2 recovers the rebound, takes two or three dribbles, and passes to the middle man (3). Player 3 then dribbles down the center to the other circle—1 taking the right lane and 2 the left lane to form the necessary triangle. On the return trip, the triangle is reformed as shown in **Diag. 2**.

Diag. 3, Four Players: Nos. 1, 2 and 3 are set up in a triangle, the same as before, except that we add player 4 to one side of the floor.

The play starts with 1 passing to 2, who passes to 3, who shoots. No. 2 picks up the ball and takes it out of bounds to pass to outside man 4. The latter passes to middle man 3, who dribbles to the foul line. No. 1 takes the right lane and 4 the left. After passing, 2 runs down the left lane as a trailer, to become the outlet man in the next setup.

Diag. 4, Four Players: After the players form the triangle, 3 passes to 1, the latter to 4, who shoots and runs to the center. No. 1 picks up the rebound and passes to the outlet man (2), who passes to the middle man (4) to start back toward the other basket.

Diags. 5-6, Four Players (Optional): This is performed as in the previous formation, but the middle man (3), upon encountering the defensive player, is forced to dribble to one side, stop, and pass to the new middle man (4). No. 2, who passed to the outlet man, runs down the left lane as the eventual shooter. Player 1 runs down the right lane, and 3, who dribbled toward the side, remains at the same spot or runs to receive an outside pass from 1, to start again in the other direction.

Diags. 7-8, Five Players: This is the most important drill, our fundamental technique for the fast break employing five players. First we have two players go to the center of the floor, so that the one cutting first forces the defensive player to follow him, thus clearing out the center of the floor. The second player can then proceed to the center for the pass with more assurance of success, and can be in a better position to act as the middle man.

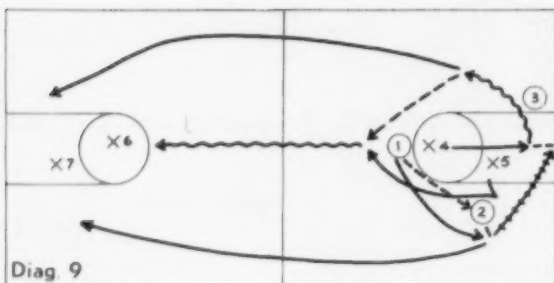
To avoid confusion among the players in this drill, we have two of them proceed toward the center and let them take turns in the position they will occupy. The one that cuts first becomes the middle man when the drill reverses in the opposite direction. For example, in **Diag. 7**, No. 1, who played middle man in this direction, becomes the first one to cut to the central lane in the other direction, player 5 acting as the second cutter (or new middle man).

In **Diag. 8** the contrary is the case; No. 5 being the first one to cut in the other direction, and No. 1 proceeding as the second man.

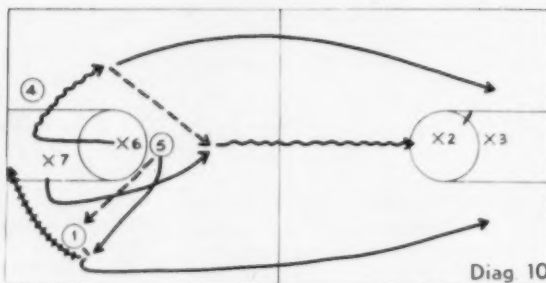
After the players have learned the mechanics of the fast break without opposition, we try to teach them the drills under game conditions. We teach them to react as quickly as possible in changing from defense to offense and vice versa, mobilizing up to nine players, so that they may develop the same speed that will be used during the game.

To simplify the study of the next series of drills, we've designated each player by a number. When the particular player is on defense, an X is placed in front of his number. When he's on offense, an O is placed around the number. Thus, in the diagrams that follow, X1 and O1 are one and the same player. Ditto X4 and O4, X5 and O5, etc.

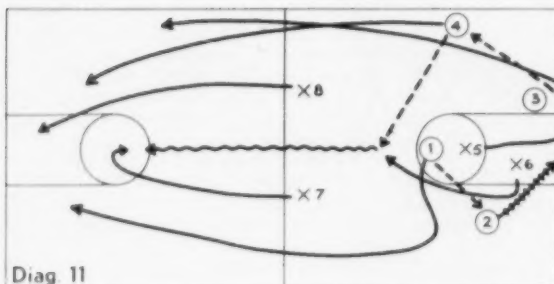
Coaching the 3-Lane Break and Variations



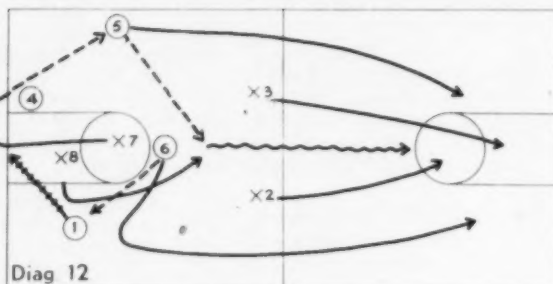
Diag. 9



Diag. 10



Diag. 11



Diag. 12

Diags. 9-10, Seven Players:

In **Diag. 9**, offensive players 1, 2 and 3 are placed in a triangle, with defensive man X4 positioned in front of the circle and X5 in the area behind him. X6 and X7 set up on defense in the opposite circle to repeat the situation of three attacking and two defending.

Player 1 passes to 2 and runs behind him to receive a return pass and take a jump shot. X4 takes the rebound, dribbles two or three times, and passes to X5, who now occupies the position of middle man, after blocking out.

After the pass, X4 goes down the left lane and No. 1 down the right lane. Players 2 and 3, who participated offensively, now become the defensive opposition and wait at the foul circle to oppose the next three opponents who'll come from the opposite basket. In this drill, the basket is lidded in order to facilitate the practice of rebounding.

Diags. 11-12, Eight Players: The players set up in the front court, with the offense comprised of 1, 2 and 3 in a triangle and 4 as a side man. The defense is also comprised of four players, of which two are in the foul circle and the other two in the rear part of the front court.

Player 1 passes to 2, who shoots and scores. X5 gets the ball and takes it out of bounds, passing to outside man 4, who then passes to middle man 6, who in turn dribbles to the foul line. X7 tries to stop the middle man if possible and also must cover the front part of the free-throw circle. X8 must retreat and cover the back part. Offensively, the right lane is filled by 1 and the left lane by 4, while 5 trails behind him in the same lane.

In **Diag. 12**, we find this same situation of three attacking and two defending, a triangle being formed by players 6, 1 and 4, with 5 acting as outside man. On defense, we have X7 and X8 in the foul circle. The players (X2 and X3) who took part in the previous offensive down the outside lanes are placed in the back part of the front court.

In the same manner as previously, and after a tentative shot is made from the circle, the fast break is started in opposite direction.

Diags. 13-14, Nine Players: Five offensive men and four defensive men deploy in the front court, with 1, 2 and 3 in the attacking triangle and X6 and X7 on defense. The remaining four stand by, with two offensive men on the side (4 and 5) and defensive

men X8 and X9 in the rear of the front court.

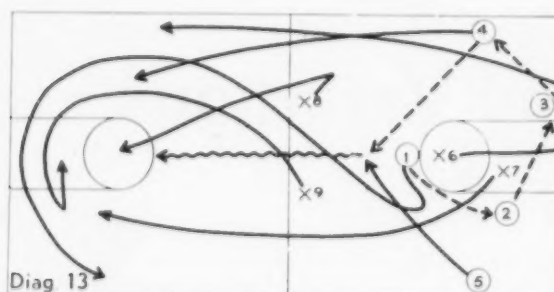
The ball goes from 1 to 2 to 3, who shoots and scores. X6 grabs the ball, takes it out of bounds, and passes to outside man 4. No. 1 cuts first toward the center, taking X9 with him. No. 5 cuts second, receiving the pass from 4 and acting as middle man.

No. 5 dribbles to the foul circle, while the right lane is occupied by 7 and the left lane by 4 followed by 6. X8 covers the front part of the circle.

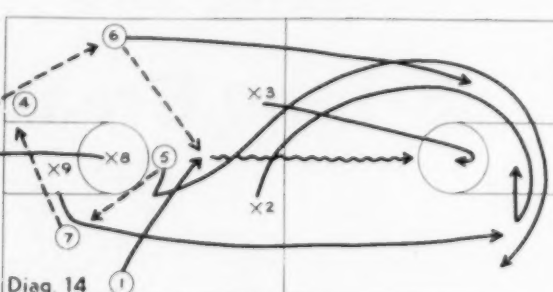
Diag. 14 sets up a 3-on-2 situation, with 5, 7 and 4 on offense opposed by X8 and X9. Players 6 and 1 are at the sides and X2 and X3 at the rear part of the front court, all waiting for the attack toward the other basket.

Our first objective, when obtaining possession after a rebound or enemy score, is to get the ball upcourt as fast as possible via a baseball pass. The outlet man must receive the pass while running forward or standing still, but must never go too far upcourt without the ball, since a long pass might be intercepted.

We do not permit any hook passes from any spot on the court because they take longer to throw and are



Diag. 13



Diag. 14

harder to control. As a result, they have no place in a fast-break attack. With rare exceptions, we hook-pass only when there's a 99% probability of success.

The dribble is one of the most important elements in a fast break, and has two different uses in our attack: for clearance after recovering the ball through a defensive rebound and as an advancing weapon by the middle man.

Our rebounders are cautioned, however, about abusing its use. One or two dribbles are all it should take to clear out after rebounding. More than that can slow down the break and cause its failure.

The middle man makes the most important use of the dribble. Upon starting his dribble, he must slightly reduce his speed in order to wait for his teammates in the outer lanes to form the essential triangle.

While an opponent may sometimes force the middle man out of his lane, detouring him to the side, this doesn't mean that the fast break must be abandoned. Our man must figure a way to clear out the middle so that this lane can be occupied by a trailer (the outside man).

We point out at what spot—the top of the offensive circle—the middle man must stop his dribble and that he's not to go beyond that point except when circumstances permit. At this point, he should come to rest with both feet firmly on the floor before passing, since we cannot afford to pass with a foot off the floor or to pass while jumping, thus endangering possession of the ball.

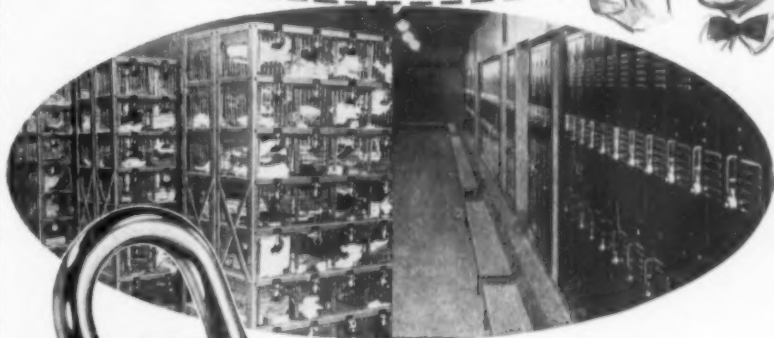
With the triangle established (the 3-on-2 situation), the middle man may remain in his place to receive a return pass that will permit him to shoot, or he may pass to the other side. Or, after passing, he may run behind the player to whom he passed and take a jump shot, thus avoiding unnecessary passes between him and the flanks that will allow the defense to neutralize the 3-on-2 advantage.

Young players should be cautioned about throwing the ball the length of the court. This is too tough and too risky for youngsters. The pass will usually go wild or be intercepted.

Your rebounders should likewise be careful about boxing their men out before hitting the boards. Many kids turn their head once the ball goes up, allowing their men to sneak by them for quick retrieves and layups.

One of the most fundamental points to remember is to keep spread so that one defensive man can never cover two attackers.

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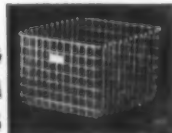
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

ST. PETER was minding the goal posts up in heaven when he heard a rap on the Pearly Gates. He looked over the top and saw a tall, rangy fellow. "Who are you?" asked St. Pete.

"I'm an All-American end. Can I come in?"

"Go to hell," replied S. P.

A little while later he heard another knock. He looked out and saw a handsomely built 195-pounder with broad shoulders and narrow hips.

"Who are you?" snapped St. Peter.

"I'm an All-American halfback. Can I enter?"

"Go to hell," snapped S. P.

Some time later came another knock on the Pearly Gates. St. Peter looked out. He saw a beat-up blob of protoplasm with a bashed-in nose, lumpy cheeks, and snagged teeth.

"Who are you?" asked the keeper of the Gates.

"I'm just a poor little middle guard from Columbia," sobbed the fellow. "Can I come in?"

St. Peter flung open the Pearly Gates. "Come right in, son," he roared. "You've been through hell already!"

Ohio State's great fullback, Bob White, is an extremely versatile gent who can do just about everything on a football field. Against Michigan in 1957, he had a great day playing offensive center, defensive center, offensive fullback and defensive fullback.

Late in the game, Coach Woody Hayes pulled him out for a breather. As White trotted off the field, a reporter in the press box wryly remarked:

"Look at White. He's played offensive center, defensive center, offensive fullback, and defensive fullback. Now Hayes is taking him out to help him coach."

Tremendous leg drive provides most of Bob White's great propulsion. At Ohio State, they tell a story about White's 17-inch-plus calf muscles. A young admirer, gaping in the locker

room, remarked: "Golly, I can't even get both hands around his leg!"

One of White's teammates grinned. "Don't worry, sonny. A lot of guys twice your size can't even get both arms around it!"

Like Bob White, the Ohio State quarterback, Frank Krembles, is a straight A student. In high school in Akron, he was 7th academically in a class of 210.

"The six students ahead of him," claims Coach Woody Hayes drily, "weren't available for football. They were girls."

Phil Rizzuto, the ex-Yankee short-stopping great now helping Mel Allen with the radio and TV chores, is a thoroughly likeable young fellow who's doing a warm, sincere job at the mike. But his inexperience manifests itself now and then in some amusing boo-boos.

When the disappointing Detroit Tigers came into town one p.m., Rizzuto announced that "Soon as the Tigers get hitting, pitching, and fielding, they're going to be right up there in the race."

Watching the umpire dust off the plate: "There's Larry Napp dusting off home plate from Staten Island."

Anent Bob Cerv's broken jaw: "Bob's jaw is completely wired and he has difficulty with his breathing. The team trainer now rooms with him, for in his sleep the wire might gag him and he might choke to death—and that's dangerous!"

"The Yankees are coming up for their last turn at bat. They need six runs to tie and eight runs to win."

The Middle East situation was reaching a climax while the coaching clinic was in session. One afternoon Bear Bryant, Alabama's head man and a recruiter without peer, asked the clinic director how the situation was developing in Lebanon.

"I suppose you're worried because you've got some big tackle you're recruiting in Beirut," kidded the director.

"I'd recruit in Moscow if I could find a prospect there," retorted the Bear.

Quick-witted Cactus Jack Curtice rocked the All-American Football Clinic while narrating a 1957 Utah film showing his quarterback, Lee Grosscup, hitting on one spectacular pass after another.

"That Grosscup can throw long or short, hard or soft," raved the new Stanford coach. "Boy, is he going to miss me this year!"

Dick (Little Mo) Modzelewski, the pro Giants' ferocious tackle, was bragging about the family brawn. Dick cited his brother Ed (Big Mo), the Browns' fullback, and up-and-coming Eugene, a 14-year-old 205-pound high school prodigy who's called "Dyna Mo."

"Yeah," interrupted Kyle Rote. "And after him there ain't no Mo."

One afternoon in Nashville, the Knoxville Smokies, having expended all their available bench strength, sent in weak-hitting Dick Coffman to pinch-hit for the only man in the league who was a worse hitter than he.

Coffman took elaborate pains to pick a stick, then walked up and took three straight strikes. Returning to the bat rack, he carefully replaced the stick and muttered, "That bat ain't got no wood in it."

When the Pirates' great second baseman, Bill Mazeroski, came up to the majors, he immediately proved he was a great glove man but gave little indication of any prowess with the bat. One of his rabid boosters told a Pittsburgh scribe what a credit Bill was to the game.

"He's clean-cut, clean-living and church-going," enthused the friend. "A fine boy, a model for teen-agers."

The sportswriter listened politely, then remarked: "Very nice, but the Pirates would be better off right now with a juvenile delinquent who can hit."

Though a deeply religious person, the football coach also was something of a realist. Before the big game against his rough, tough, traditional rival, he gathered his squad around him and warned them about the rough stuff the opponents would throw at them.

"Now, fellers," he said, "the Good Book tells us that if an enemy smacks you on the cheek, that's all right. Turn your other cheek. And if the opponents smack that cheek too, it's still all right. But, gentlemen, the third lick—the third lick, I say, belongs to you!"

The famous Scotch hunter, on a visit to Washington, noticed the mounted head of a bull moose hanging over the fireside of the house at which he was staying. "What sort of an animal is that?" he asked.

"Oh, that's a moose," was the reply.

"A moose!" exclaimed the Scot. "Good heavens, what are your rats like over here?"

For day-in and day-out humorous sports-commentating, you'd have to go a long way to find the peer of Jerry Mitchell, of the *New York Post*. Following is the kind of bright, witty writing that he bats out every day:

Ladies of fashion aren't the only citizens who got the sack this season. The baseball season isn't half over and two managers are already wearing dismissal duds.

Detroit fired Jack Tighe a few weeks ago and Cleveland canned Bobby Bragan last week. In a number of other towns, managers go to bed nights wondering what the morning will bring and whether it would be a good idea to get up to find out.

These are also worry weeks for such as Walter Alston and Mayo Smith. Every approaching footstep may be that of the general manager wearing bunions that bounce.

Club officials have said that Charley Dressen won't get the manager's job again if Alston gets the heave-o, but we wouldn't bet the family jewels on that, even if they are from a fire sale at the five and dime.

The only statement by the Dodgers' front-office that we'd bank on would be a flat, forthright announcement that the sun sinks in the West.

And even then we'd have a suspicion that Walter O'Malley might manage to move it if the price were right.

Cleveland has become a tougher place to manage a club than Havana during an uprising. They didn't invent the razzberry there, but they sure wired it for sound.

Years ago they chased the Indian Love Call out of town as a lunatic's lullaby. The only tune they like is the squeak as a manager gets the gate.

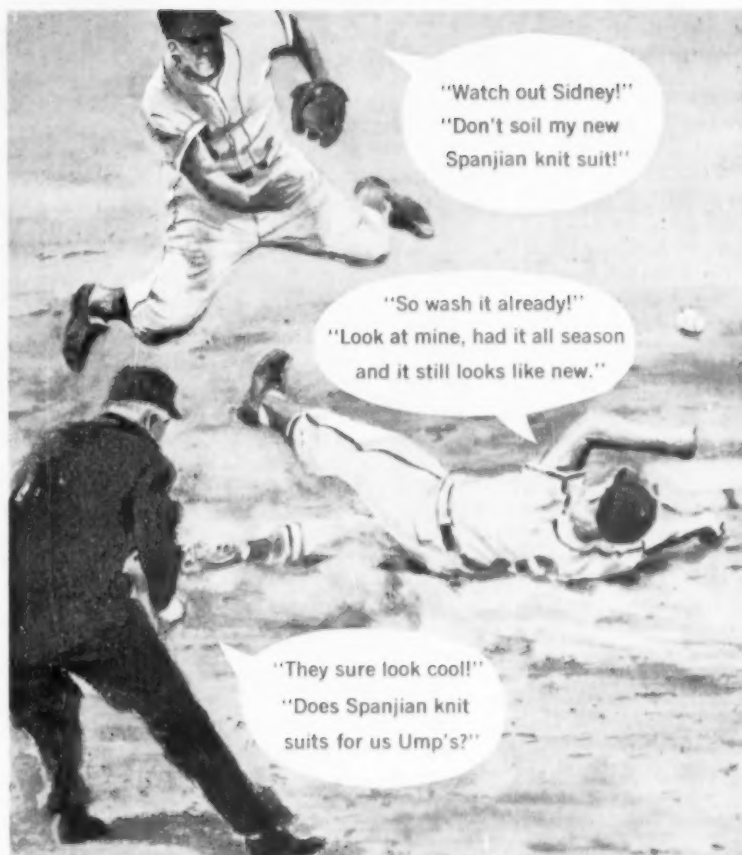
In baseball circles the Cleveland bench has become known as the hottest seat outside of the electric job in the big house.

The two most popular questions in Cleveland every summer are: (a) When are they gonna do something about that smell off the lake front? And (b) who's the next manager of the Indians?

As a player, Joe Gordon was one of the most relaxed citizens not living in Milltown, but he'll need all the casualness at his command to work under Frank Lane. The man's harder to please than the fellow grading examination papers at a school for counterfeiter.

Tommy Bolt's reformation didn't last long. No sooner did he win the National Open than he again began taking more walks than Harry Truman. And addressing officials the way Harry did critics of daughter Margaret's vocalizing.

Morrie Gallant: "The Braves, now selling hot pastrami sandwiches at Milwaukee, can't be accused of not adding spice to the game."



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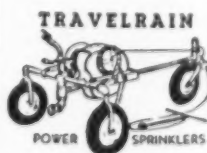
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Tips on Beating a Press

(Continued from page 7)

tied up than to throw the ball away, since you always have a 50-50 chance to get the ball back on a jump ball.

8. Stay out of the corners—cut away from them and not to them.

9. Make all passes sharp and snappy; never lob a pass.

10. Everytime you catch a pass, adjust the ball immediately so you can pass, jump, dribble, or shoot without having to readjust it.

11. Never telegraph or give away a movement—mix in fakes before cutting.

12. Master the art of starting and stopping with the proper body balance. (This one fundamental is the most difficult to teach your young inexperienced boys.)

The thoroughness with which you teach the above fundamentals is far more important than any formation or attack you might use. Therefore, spend a lot of time drilling on them.

Under no circumstances should you establish a set pattern to your attack. Use a set formation from which to start, but never a set pattern. The opposing coach will be studying your movements, and during the next time-out he can adjust his defense to play your pattern.

A simple but effective basic formation is shown in the accompanying diagram.

No. 1 should delay picking up the ball until he's certain his teammates are ready to start the attack. No. 1 should be a good passer, while 2 should be the best ball-handler and passer on the team. The placement of the other men isn't so important, except that it usually works best to have the tallest boy play the middle position on the mid-court line.

Players 2, 3, 4, and 5 immediately take positions as close to the defensive men in their areas as they can. The closer the better, since many pressing defenses want their defensive men to play from three to eight feet away from the offensive man, so that they can read the offensive men's movements and then recover in time to make interceptions.

Require 2 to stand extremely close to the defensive man nearest him so he can make his initial move and be open before his man can recover. Since 2 knows exactly when he's going to move, his defensive man will always be one count behind him because of the difference in reaction time. It's extremely impor-

tant for 2 to hold until he knows he can get open and then move quickly to the opening.

Players 3, 4, and 5 should vary their movements and adjust their cuts to fit the open areas. For example, if 4 cuts in front of 3, the latter can then go back down court and be ready to break up court to receive a pass. If 3 and 4 move in this manner, then 5 can be ready to move in to an opening toward 2 in the event he's needed. Players 3, 4, and 5 never break until just the instant 2 gets the ball.

If, for some reason, 1 can't pass to 2, then 5 and 4 should be ready to break to an opening to receive the throw-in from 1. After a pass to a teammate, the passer should immediately cut away from the ball to the offensive end of the court and move to an opening ready to receive a pass.

Each team member should have a thorough understanding of the objectives of a press and should have played in a press at least during practice. Work at least 10 minutes a day against a pressing situation, so that when you meet this type of defense in a game, it won't be a new or surprising experience.

Once you penetrate the perimeter of the press, take the ball on through to the baseline if possible. Anytime your offense can penetrate the perimeter of the press and move to the baseline, your team will be doing the one thing your opponents don't want you to do. Most presses are weakest under their defensive basket. Moving to the baseline enables you to take advantage of this.

Don't get in the habit of just taking the ball across the 10-second line, then stopping. Have your boys proceed immediately into your normal offense without delay or hesitation.

Devote considerable time to chalk talks explaining the objectives of each type of press. It's your job, as coach, to analyze the press the first few minutes your team meets it, then be able to explain the various phases to your boys during a time-out or intermission. If YOU can't see through the press on the sideline, don't expect your boys to see through it. Ask yourself:

1. Was the press trying to turn the men with the ball toward the middle or sidelines?

2. Were they putting pressure on the first receiver after he got the ball, or were they trying to keep

him from getting the first pass?

3. Was the press slow in setting up?

4. Did they have difficulty picking up their men once they were back down court, or were they slow in covering their respective defensive areas?

5. Which opponent was the least effective presser on the team? (Work him to death!)

6. Once their front line is penetrated, can you go ahead and fast break them?

7. When did they use the press?

8. What did they do once the perimeter of their defense was cracked?

Use the same system of attack against both a man-to-man and zone press. The fundamentals you're using will then be effective against any type of defense. This is very important because you'll need never be concerned about changing your offense to fit different defenses. This gives your boys one less thing to worry about.

Regardless of the system used against a pressing defense, the key is "how effective you are in coaching fear out of your boys."

DRILL SUGGESTIONS

Following are some suggestions in the way of drills:

1. At some time during each practice, require your team to work the ball through a pressing defense *without using a dribble*. This teaches the value of and helps them learn how to cut to an opening toward the passer. Use this drill to help break "dribble happy" boys, as well as to teach the importance of looking down court immediately after receiving the ball.

2. Add extra defensive men to the pressing defense. If your boys can go through a defense composed of seven or eight pressers, it will give them confidence when they meet five pressers in a game.

3. In nearly all drills, try to duplicate game situations so your team can learn how to protect the ball in close quarters and under pressure.

4. During every scrimmage, have each team come out in a press as a surprise. Have each team vary their press by turning the man with the ball to the inside one time and then to the outside the next. Also have them change from a man-to-man press to a zone.

5. Alter your pressing defenses by placing the front line at full, three-quarters, or half-court. This is necessary because you'll meet these different types of presses.

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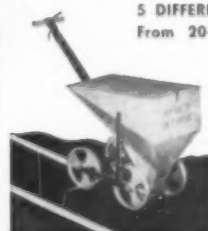
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The Jayvee as a Varsity Feeder

EVERY football coach finds that his material comes in cycles. There will be two or three seasons of "plenty" and then, inevitably the "lean" year.

Some coaches accept this as a natural hazard of their profession, while others are constantly trying to work out a cure. Since a varsity can prosper only with a healthy supply of material, the solution lies in the growth and development of talent on the junior-varsity level.

We feel that our junior-varsity program offers an excellent method of providing a constant supply of talent to the varsity. A boy in our town has an opportunity to participate in football on these levels: elementary grades, eighth grade, junior varsity, and varsity.

Through the Community Chest, our city established a Quarterback Club in 1946 whose sole purpose was to supply equipment and supervision for the grade school football program. This is where our players are first introduced to the game.

When the boy advances to the eighth grade in high school, he's offered a chance to play football again. The eighth graders work with the junior varsity on individual fundamentals, then break off into their own session for team fundamentals. They also play a separate schedule, usually consisting of four games.

Next in line is the junior-varsity team, which consists of ninth and tenth graders. No boy with less than two years of eligibility left for the following season is permitted to play on this team. In fact, with only 600 students in high school, the varsity uses about 12 of the top sophomore prospects each year.

Both coaching staffs go over the sophomore candidates and decide with which group the boy will progress most rapidly. The boy is then placed where his potential can best be developed.

The junior-varsity coaches start each season with the purpose of supplying the varsity with at least a dozen good candidates for the following year. Everything we do is aimed at this objective. This is emphasized to the extent where even our choices for the different positions are based on their probability of future help to the varsity.

NO BOY IS CUT

No cuts are made on any level in our city. If the boy wants to play football, we feel we owe him that opportunity.

We generally have over 100 boys come out for equipment at one time or another. But the turnover is enormous. For the first few games, the staff is hard-pressed to find equipment and uniforms for all the boys. All team members dress for every game, and it's not unusual to see as many as 60 boys taking part in the pre-game warm-up.

As the season goes on, many of the boys realize that their aptitude for

the game may not be as great as they first thought. Consequently, they drop from the squad, and by the end of the season we usually have 35-40 boys on the team.

EQUIPMENT IS GOOD

If a boy thinks highly enough of his school and football to devote his afternoons to the sport, we think he should be equipped with the best we can afford. Every piece of equipment is furnished the boys, except socks and supporter.

The first 40 boys are given equipment which is either new or in first-class condition. The remaining boys use gear which has been repaired and sewn, but which offers good protection.

Each boy is equipped with game pants and jersey, which are coveted by all. In fact, many of the boys request permission to wear the number of their Blue Devil hero of yesteryear.

Since a properly conducted game is essential for the growth of football material, we use approved officials from the same board as our varsity.

THE PRACTICE SESSION

Practices are held on the same field and at the same time as the varsity. Each group has its separate practice routine, but it employs the same sleds, bags, and areas.

The blessing of a two-man staff for the junior varsity makes progress so much faster and more complete. There have been years, however, when the use of volunteers has been required. Where the coach of the junior varsity is careful in his selection of a past performer, he can just about double the amount accomplished each session.

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With the two-man set-up, our practices start with limbering-up exercises followed by wind sprints and then a jog around the quarter-mile track.

A word about conditioning is in order here. Our candidates are told repeatedly that football is a series of wind sprints; that each play requires a sprint and then a block, or a block and then a sprint to another block. In short, the game is a series of wind sprints run at full speed.

It's upon this premise our conditioning is established. The daily repetition of several short, hard wind sprints followed by one long dash represent our ideas of getting a football team into shape.

Two secondary goals are realized in conjunction with this sprinting. First, it emphasizes the importance of down-field blocking and makes all the boys sprint across the line "hunting" for another different colored shirt. We have a pet slogan emphasizing the fact that any player can block one opponent on a play, but that it takes a real Blue Devil to get two or three on a single down.

The other advantage of conditioning through sprinting lies in the buildup of speed, which, incidentally, we feel is second only to desire in a football player. We have had slow, awkward freshmen run for two years in this sprint program and come out of it fast runners for the varsity.

INDIVIDUAL FUNDAMENTALS

Following the roll call, which comes next, we break our squad up into two groups. One coach works with the line, and the other with the backs. The ends may be with either group, depending on the daily agenda.

Offensive stance is the most repeated item, since we believe that a good starting point is the foundation of all other instruction.

Only three blocks are presented, and they're taught to every member of the team. We employ the shoulder block for close blocking in the line, the pass block, and the hip block for every occasion past the line of scrimmage.

Each day's individual instruction lasts from 20 minutes to one hour. Then the squad is regathered for team fundamentals, such as timing of plays, assignments, and defensive alignments and responsibilities.

TWO-PLATOON ALL THE WAY

Although the varsity uses several players on both offense and defense, the junior-varsity boys are strictly two-platooned. Our reason for this practice is to keep the game as simple as possible for the younger players.

We feel that a boy's progress can best be accelerated by having him gain confidence through accomplishment. The fact that he becomes very efficient at one position creates poise and assurance, thus making his further education in football come more easily.

As the season progresses, players from one position may be switched to another, or an offensive player may

be given a chance on defense in our games.

During practice, one coach will work with the defensive team and the other will assist with the offense. Much emphasis is placed on uniformity and precision. That "look sharp" appearance adds to a team's confidence and lends to the opponents' feeling of awe. In keeping with this idea, we allow no shirt-tails to show even in practice. Sloppy appearance soon leads to sloppy performance.

We place a definite responsibility on each boy for each play, whether on offense or defense. The fulfillment of this obligation is his first job in the execution of the overall plan, and it's for this accomplishment that we check our game movies first.

The player's job on any particular play doesn't end here. His second effort—that additional block, the fast pursuit, the good fake, or making the tackle—is a big determinant as to whether he becomes a regular. A great deal of time is spent running plays against the bags, which represent a defensive team. The offense really sharpens itself against the canvas of those dummies.

We also do a lot of live scrimmaging at this level. Scrimmaging the junior varsity is necessary, not only to determine desire but to give them the experience of reacting to game situations. Most injuries can be eliminated through a simple precaution: Have the coach blow the whistle on first contact, or even before contact if the play is obviously being run wrong.

GOOD RETURNS

Our teams have averaged better than one td a game for the past three years returning punts or kickoffs all the way back. The fact that we scrimmage these returns against each other is most responsible for our success.

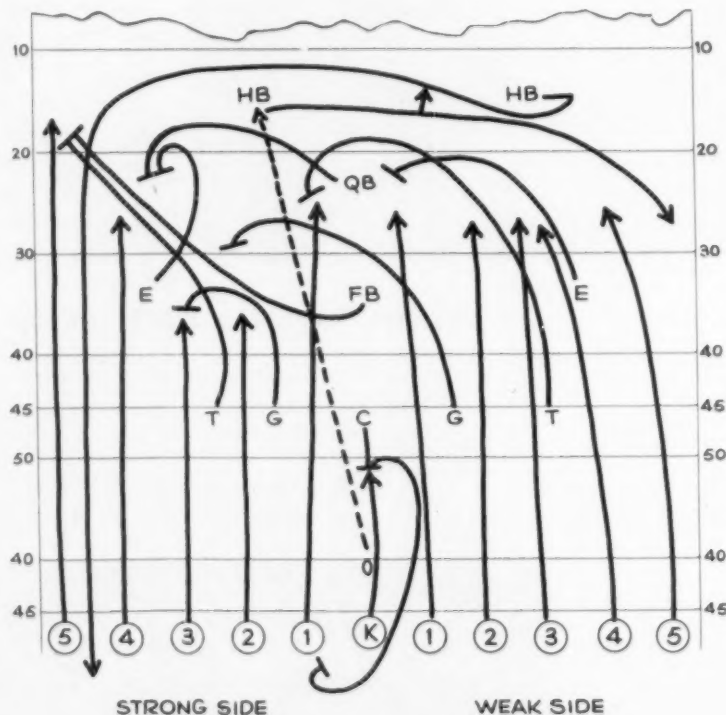
The setup we use for kick-off returns is shown in the accompanying diagram. The halfbacks are the ball-carriers, except on a short kick. If the ball comes directly to any of the other players, they're instructed to run straight up the field as best they can.

We use the same return for both sides. Instead of teaching two separate assignments, we simply switch the players from one side to the other. The blockers on the strong side or the weak side are always the same.

The halfbacks must catch the ball in the air for the play to be most successful. The other half widens from the play to permit a good cross. The back with the ball always goes in front, and an exchange is made if necessary.

We've found the best faking effects on this play include: (1) the boy without the ball slaps his stomach as he crosses and runs doubled over as fast as he can; (2) the boy who actually has the ball slows down somewhat, concealing the ball, and if possible glances back over his shoulder at his faking teammate.

The ball-carrier heads for the sideline, even giving ground if necessary. But he must get to the sideline before he cuts upfield. This is essential so



STRONG SIDE

WEAK SIDE

Setup used with great success for kick-off returns.

that his teammates will know his route and can block accordingly.

We double-team the number 4 and 5 men on the strong side. The tackle and fullback take the 5 man "up in the stands" if he insists on outside responsibility. This pair come together first, get shoulder to shoulder, then go after the outside player. The end and the quarterback also come together and block the 4 man to the inside.

The strong-side guard drops back and blocks the 3 man on his side. The center goes forward, meets the kicker, gets up, and gets an angle on the safety man. The weak-side guard takes the 2 man on the opposite side, while the weak-side tackle gets the 1 man on the strong side. The end drops back in front of the halfback exchange and takes the first man through to the ball-carriers.

As in any return, most coaching effort must be devoted to getting the blockers to drop back and time their blocking efforts with the cornering of the back. They'll tend to block too soon, allowing the defender to recover.

PROSPECT LIST

At the close of every season, it's customary to have the top 15 junior-varsity candidates move up to the varsity. The varsity schedule runs two weeks longer, allowing the boys to get a taste of the big time. Dressing for the varsity games also represents a fine reward for these prospects.

At the finish of football, the coaching staff, both junior varsity and varsity, go over the list of players once more. They re-evaluate each player, check his progress, and note any developments which might alter his position assignment next year.

At this time, he's tentatively placed on one or the other roster. The list might be changed before the following August, but a definite plan has already been formulated for the next year.

At each of the staff meetings, the quality most often mentioned is desire. Our coaches spend very little time trying to instill determination and spirit in the prospects. We operate on the premise that we can help the boy in every other way except this desire.

The one quality the boy must bring from home is desire.

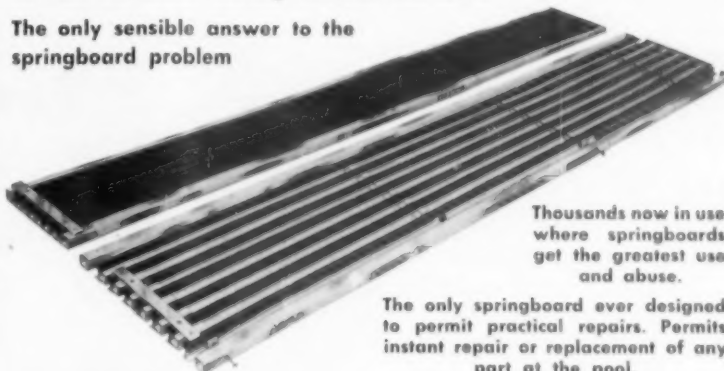
HOW has this system worked, you may ask at this point? Wonderfully is the answer. It has produced district champions for the varsity three out of five years. Over the same period, the jay-vees have chalked up a 36-5 record and are currently working on a 27 game streak, having been unbeaten the last three years!

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Compendium of Commonsense Principles in Modern Coaching

By DR. DON VELLER

Asst. Athletic Director, Former Football Coach, Florida State University

AT MOST any coaching school or clinic, the mere mention of a play diagram or a team defensive maneuver will be the signal for all to grab their pencils and notebooks and begin copying like mad. Everyone seems to be looking for a panacea to win those ball games. But we doubt whether there are any.

After years of coaching and lately teaching and observing sports, we believe more than ever that there are decidedly more important facets to successful coaching than that of inculcating the latest offensive diagrams and defensive strategies. Call these facets psychology if you like, but "horse sense" is perhaps a more pertinent term.

Among the more important coaching "musts," of course, is that of establishing the proper rapport with the players. One component of proper rapport is confidence in the coach. Have you ever seen a coach demonstrate a skill he could not do well? The players, especially in high school, frequently (as they should) believe that the coach should be perfect. And watching a coach demonstrating punting with weak 25-yard squibs won't engender much confidence.

One might ask then, who is going to do it? Space here doesn't permit a full discussion, but couldn't it be done by an assistant or by one of the players who already does it rather well?

For similar reasons, the coach shouldn't compete against his players unless he's pretty certain he can win, or at least look good losing. How about the basketball coach who, while scrimmaging against his players, repeatedly has his dribbles stolen or

misses crisp shots? What effect might it have on his players?

Prior to a football practice session in a certain midwestern college, a 235-pound ex-All-American lineman was engaged in a little "horse play" with one of the squad members. This big coach got a little boastful and the squad member (the 155-pound Big Ten wrestling champ) picked him up and flopped him resoundingly on his back. He remained there a few minutes, stunned and breathless. The resultant loss of prestige in the eyes of the 50 or so on-looking squad members was obvious.

SELL YOUR PLAYERS

And, speaking of instilling confidence, you must "sell" your players on what you are trying to teach them. It goes without saying, of course, that one must first believe in a thing before he can "sell" it.

Elementary psychology tells us that we like best and have more confidence in the things we do well. For example, if a coach wishes to successfully introduce a new play in football, especially one that takes finesse, he should be wary.

To hastily give the play to his first team and have them immediately scrimmage it against a good second team is liable to be disastrous. Since the first team are apt to get their heads bashed in (what with poor timing, etc.), they may lose all confidence in what otherwise might have been a good play.

Best perhaps in such instances would be to thoroughly practice the play with opposition against whom it will work even at first! Many more such incidents could be cited. Just keep in mind the principle that one

nearly always enjoys and has more confidence in the things he does well.

Another tip in selling your system to the players is to keep it simple. This goes for all sports, but it applies particularly to team activities. Too many coaches, especially young ones, have been guilty of over-estimating the mental capacities of their charges. Would anyone refute the sagacity of the trite old statement that it's better to be able to "do a few things well rather than a lot of things poorly"?

It's a real temptation to put in "just one more play" or "one more defense." Some coaches are like drug addicts when it comes to this. They must have just one more. But it's doubtful if any coach ever got fired for making his system too simple!

Over-coaching is also frequently done on individual skills. Again, don't try to teach the boys all you know. The writer has known at least three high school punters whose college mentors "coached" them down from 60-yard high school booters to 30-yard college "sensations." And how easy it is to coach a 6-4 high jumper down to a consistent 5-10'er by merely making him change the take-off foot.

All this doesn't mean that a good boy cannot be improved upon. But, remember, don't be greedy!

Many coaches are rather adept at teaching "how" to do things, but fall short in emphasizing "why" certain things are done. A player is apt to react more favorably and remember better if he knows "why" he's asked to perform a certain task.

For example, a lineman in a certain play may be instructed to put a partial block on a certain defensive lineman, and then go down for the secondary. If he's informed that the play is designed to trap the defensive lineman, he'll be more apt to put on a realistic block. He's more likely to realize that if he does the job well, it will influence the defensive man into a position vulnerable to the trap.

Each player should know the philosophy of each play or defense. He should know where and how the play is going and not merely his own individual, unconnected job.

It's also of tremendous importance in coaching not to just tell them, but to show them! Tell them and show them!

Another cliché which a coach should frequently recite to himself is: "Many a contest has been lost on the practice field (or court) the week before." A young man's hunger and eagerness for competition, especially in contact sports, cannot be honed by scrimmaging nearly every afternoon in practice. A lazy coach will often scrimmage too much because it takes

very little planning. The best advice available is: "When in doubt whether or not to scrimmage, then don't scrimmage!"

Be truthful and sincere in what you tell your boys. Insincerity is not only unethical, but dangerous. The boys will catch on to phony stories sooner or later, anyhow. And nothing is worse for the coach's prestige than to have his players realize that he's insincere.

Some coaches, in order to "key up" their players, have been known to say derogatory things about their opponents, whether or not they were true; or to consciously exaggerate the strength of a very weak opponent and then crush the helpless opponent by a lopsided score. Don't cry "wolf" unless you mean it. The boys may not believe you later when you need help.

The writer is completely sold on the "no swearing" rule he has enforced during 14 years of high school and college coaching. The rule worked out beautifully, even though the only penalty for swearing (in football) was a trip around the goal post for each offense.

Try it and you'll be surprised how swearing will decrease from week to week and year to year. The kids get a kick out of it, and even the most habitual offenders will take pride in abstinence. Naturally, the parents love it. It may even help the coach a little, since he also must abstain from a "pool room" vocabulary.

DIRTY PLAY IS MAJOR SIN

Encouragement, or even toleration, of unfair or dirty play is a major sin. Besides being unethical, it has a tendency to encourage the player into taking the "easy way out" instead of concentrating on clean, hard play.

For the sake of morale, it often pays to have a "clown" on your squad. This is especially true if the clown knows when, how, and where to be funny.

A coach, too, must develop a sense of humor, not only for its favorable effect upon the players, but for his own mental hygiene as well. Along with its many assets, the coaching profession is replete with disappointments. Taking them too seriously may impair the efficiency of a coach.

Apropos of this, however, is the temptation to be too entertaining and/or too "familiar" with the boys. Being popular without commanding respect won't help create the rapport necessary to get the job done.

With few exceptions, much more can be accomplished by criticizing your players privately than by yelling at them in the presence of other squad members. The temptation is to shout at them. But, with rare exceptions, taking the boy aside is much more effective. This is especially true of certain sensitive types who are sincerely doing their best all the time.

Unfortunately, in all athletics, especially in the contact sports, injuries will occur. When a player is hurt, the

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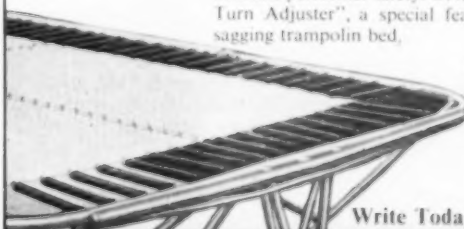


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coach must, of course, see that he receives prompt and adequate treatment. However, for obvious reasons, it's poor psychology to stop practice completely and allow the squad to congregate around a player who, say, has an ugly-appearing wound or who may be moaning in pain.

Without delay, place the injured player in charge of the trainer, an assistant, or a doctor, if available, and move your squad promptly to another part of the practice area. This maneuver may smack of brutality, but it's definitely best.

A wise coach, though, will be thoughtful of injured squad members, and the least he can do is visit hospitalized players. One coach we know would completely ignore injured players, even to the point of not speaking to them until they were able to play again. This coach's tenure ended rather abruptly.

TRAINING RULES ENFORCEMENT

One facet of coaching which can be perplexing is that of training rules and their enforcement. There's no positive solution, but here's a suggestion or two. Permit the members to set their own rules, and let them as a group enforce them. It's really surprising and gratifying to observe how mature they will be in their judgment.

Several successful cases have "sold" us on this method. A typical example occurred in a certain high school. A sophomore who was reared on the wrong side of the tracks was caught smoking and was turned over to the players for a decision. The captain led the hearing and the squad, after some deliberation, ruled that the offender should be given another chance.

This "tough" boy came to the head coach with tears in his eyes and thanked him for giving him this opportunity to continue in the one activity in which he had a chance for status—"to be somebody."

Don't fret about your boys being too easy on offenders. One of my squads once dismissed (for drinking) a first-string tackle. History has shown that the players' decision on such matters will usually be more severe than that of the coach.

Also, don't forget that dismissing a boy from the squad frequently creates a controversial situation. The coach is presented with plenty of other pressure decisions, and this is one he won't have to make if the boys take over. If you do decide to make your own training rules, then be certain they're enforced. The morale of the squad certainly is threatened when exceptions are made.

To help unify your squad, encourage them to mingle off the court or field. One method for implementing this unified spirit is to attend a movie together prior to a contest. The movie manager in most communities can be prevailed upon to provide free admission for the playing squad. Among others, such affairs as weiner roasts

and hamburger fries at the coach's house are also effective.

There's a considerable difference of opinion as to whether captains should be elected or appointed. Most coaches, however, favor electing a captain. In the latter case, careful orientation by the coach prior to voting is compulsory.

It must be carefully and forcibly explained that the election isn't a popularity contest, but that a captain must, above all, possess the qualities of leadership. Explain these qualities to them. If the vote is close between two top men, make the higher (class) one captain and the next man alternate captain. If the vote is a runaway for one boy, then perhaps it's best to have just one captain.

Another successful method is to elect a captain for the season and in addition let the seniors appoint an alternate captain for each game. Among other advantages, this latter method will help compensate for a mistake if a bad season choice has been made.

It has been our experience that the coach can, through word of mouth, subtly influence squad members to eliminate poor choices. Through a good leader who has been chosen by the players, a coach can have a "finger" on the "pulse" of his players.

Don't hesitate to call upon the parents for aid. Parents can help tremendously with such vital things as proper diet, observance of training rules, school attendance, proper facilities, and general morale. Meet with them as often as necessary.

Many communities subsidize the coach's salary by private contributions. While this extra money will buy "goodies" for the wife, remember, if you accept such contributions, they "own" you.

DON'T PLAY TOO FEW BOYS

One of the blunders the unwise coach frequently makes is to play too few boys. Let your subs play at every opportunity. You'll thus make a lot of kids and parents happy, give experience to future regulars, and endear yourself to the opposing coach. In addition, the game will be more interesting to the fans.

On trips take *only* squad members who have a chance to play, excluding injured regulars who are unable to participate. This may seem harsh, but if you select one injured boy you must take them all. Encourage rides for the wounded, but don't let them displace an active player.

In general, beware of all deadwood on trips. This includes big shots, politicians, and the like. The person who knows he's not going to be called upon to play is apt to be light-hearted and gay, and thus distract the players from the mission at hand.

Another application of this deadwood rule applies to the dressing room and the bench. One coach coming into a new town found so many former players on the bench that he

couldn't find seats for the active players. He was forced to make a ruling that nobody could sit on the bench except players, managers, coaches, and a doctor.

This ruling also had to be enforced in the dressing room. The previous coach had let the situation mushroom until it clearly had gotten out of control.

The new coach must be extremely cautious, however, about suddenly eliminating a school's long standing athletic traditions, even though he doesn't believe they're sound or helpful.

DON'T CRITICIZE PREDECESSOR

And if you really want to make a giant "booboo" when starting a new job, criticize your predecessor. If you cannot think of anything nice to say about him, then don't say anything at all. He may (and usually does) have lots of friends around.

Never belittle your opponents, especially to the press. At one time in the writer's career as a coach, he was using the straight single wing. The head coach of one of our opponents, in speaking to a service club audience about our upcoming game, made this statement: "I have never been beaten by the old-fashioned single wing, and I never will be."

That remark got into the press, and, of course, our boys read it. It steamed them up to a fighting pitch and that's all it took to change a pre-game toss-up into a rout.

The best advice to the young coach in his relationship with the press, radio, and TV people is "be honest with them." For various reasons, coaches sometimes make the mistake of telling untruths relative to injured players, starting line-ups, etc. When in doubt, give the press the truth.

Never publicly criticize game officials. Opponents (and sometimes hometown fans) will classify you as a "cry baby" even when the officials are incompetent. If you're the kind who *must* violate this principle, then be sure you have won the game. Otherwise, you can't be right.

Most experienced coaches will agree that it's wise to insist on your boys dressing neatly on trips. How frequently have you seen a squad traveling in jeans, T shirts, old sweat socks, unshaved, and in general looking like a bunch of derelicts? Surely the reaction was unfavorable to you and all others who saw them. Many wise coaches insist that coats and ties be worn.

But more important than proper dress is good behavior. One offense for which there's no excuse is whistling and yelling at girls. Gambling among the players is also a frequent occurrence on trips, and this can lead to no good. The coach's insistence on proper dress and gentlemanly conduct will definitely lead to greater pride and better team morale.

At home contests, treat your opponents as guests. Make arrangements

to meet them or have them met by a representative of your school. Provide them with the services of one of your managers, who should show them around, lock and unlock their dressing rooms, furnish towels, etc.

Make certain that your visiting dressing room is clean and comfortable. How often have you been called upon to dress in a place which resembled a pig pen? Many times there's an absence of lockers and frequently there's not even a hook available for hanging clothes. Also provide such necessities as a blackboard, chalk, hot water, soap, and heat.

Furnishing a dirty, inadequate dressing room for the visitors can be as effective against you as a well-planned pep talk. Don't make them angry. It's tough to beat anybody in that frame of mind.

Treat your officials as guests, also. Provide them with adequate, desirable parking places and a private dressing room with showers away from the players. Frequently, officials are herded in with the players, or near public toilets with a resultant "Grand Central Station" atmosphere.

At one gym, the basketball officials were placed in the furnace room nearly in the middle of a coal pile. They weren't anxious to return. Officials should be addressed by your captain as "Sir," and be sure the captain is the only one who talks to the officials.

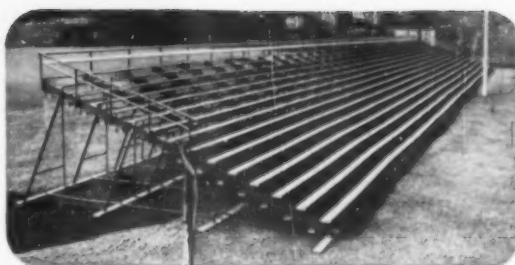
DRESSING ROOMS

Much of the esprit de corps of a squad can be "caught" in the dressing and training rooms. Keep these rooms clean, neat, well-painted, light, dry, and cheery in every way. Also see that clean equipment is issued often. Some coaches also favor the use of a radio or phonograph in the dressing room as an aid in maintaining morale.

If you have a trainer, be sure he's firm with the squad members. Otherwise you're apt to have a bunch of malingerers and training room "babies" on your hands. Players should be in the training room for business only. If encouraged, there'll be loafers on every squad, and their headquarters will be the training room.

Watch for shoddy excuses to miss practice. Make it a rule to get permission to miss practice prior to the practice rather than the following day. Then, if the excuse is invalid, the boy can be so informed before it's too late. One football coach of our acquaintance makes each injured player who is ambulatory to dress in full pads even though he may not be able to participate in any rough stuff.

Be firm with your boys in the care of equipment, because the slipshod handling of gear has a tendency to carry over to other activities. The old term, "Give them an inch and they'll take a mile," certainly applies to the equipment situation. They'll lose stuff and "steal you blind," if firm policies aren't established. A good, honest manager is imperative.



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Though it may sound like defeatism, it's wise to make players lock up all valuables at each session. One "rotten apple" on a squad can wreck the morale by stealing and thus creating a suspicious climate.

Be extremely watchful for the "locker room lawyer"—the player who undermines the coaches and/or other players. This type of guy can wreck a ball club by spreading discontent among the players. Your captain can aid in detecting such a "termite." Rehabilitation is possible, but dismissal from the squad is more often the ultimate solution.

COACH-AIDES RELATIONSHIP

A favorable relationship between the head coach and his helpers is indispensable to success. An assistant who's to do a good job must be made to feel he's appreciated and important to the success of the team. Assistants should have, among other things, a voice in planning the attack, making up the schedule, and placing of personnel in positions.

The head coach must create an atmosphere in which the assistants aren't afraid to make suggestions, and he should ask them frequently for their opinions. Furthermore, he should give them certain specific responsibilities with authority to carry them out.

Assistants should, when the occasion arises, be given credit for their contributions. These credits may be given before the squad, and/or to the public through the press.

The writer learned a lot about how not to organize for coaching and how not to treat assistants from a head college coach we used to know. Rarely did he even hint to his coaches what the practice schedule was going to be. They found out bit by bit from him on the spot as practice progressed on the field. Frequently he would add or change plays on the field and sometimes the coaches would first learn of these changes from the players themselves. The only way a head coach like this ever wins is by having much better material than his opponents.

Also, when such changes were made as additions to the schedule, new assistants, personnel switches, and the like, the assistants often learned about it through the newspapers or the radio. That's not the way to win friends and influence assistants!

If by chance there's an argument or difference of opinion between an assistant and one of the players, the line of authority must not be broken. With rare exceptions, the head coach must publicly back up the assistant. Otherwise, the assistant will lose face. This type of problem can best be ironed out behind closed doors, with the least possible fuss.

Likewise, don't embarrass, criticize, or point out an assistant's mistakes before the players. And, remember, an occasional kind word or a pat on the back will be most welcome and will work wonders in maintaining the efficiency and morale of a helper.

In developing this democratic relationship, one word of caution is pertinent. With all this effort to upgrade the role of assistants, it remains important that they, as well as the players, realize who the real boss is—the head coach. As they say in the military, unity of command is absolutely essential.

The unethical assistant coach can undermine the confidence and wreck the morale of a squad by belittling the head coach and/or usurping his duties. On matters of disagreement with the head coach, an assistant may talk it over privately with the head man. If he feels he must criticize the head coach to the players and/or the public, then he should get another job, but quickly!

It's rather generally accepted that a large percentage of games are won or lost on the practice field or court. If that is accepted as true, then it follows that it's extremely important for the coach to know the elements of successful practice sessions. There's no excuse for just "busy" work. It also must be made known to the players "why" they're performing certain skills and exercises. Psychologists and commonsense tells us that one is more apt to learn a skill if he knows why he is practicing it.

Many coaches undo a lot of otherwise excellent coaching by dragging out their practice sessions. Usually, these practices are accompanied by a lot of standing around by a large number of players. As much as is feasible, keep everyone busy (except when fatigued) all the time. Short, snappy, purposeful, well-planned sessions will pay off.

MAKE PRACTICE INTERESTING

As pointed out previously, practices should be made as interesting as possible, because we do things better when we enjoy them. For example, in conditioning, a short, competitive shuttle relay race is more fun and subtly accomplishes more than a series of dull wind sprints or several slow laps around the field or floor. Bobby Dodd is one of the foremost examples of a successful coach who believes in combining hard work with fun in practice.

Insist on your players reporting to the practice area on time. This also means, of course, that the coach and his assistants be on time. As a matter of fact, it's advisable for the coaches to report considerably earlier than the appointed time.

Also, start the business part of practice on time. Don't stall around after the players are ready to go to work. One coach we used to know stalled around so much that his players started purposely reporting a half hour later, knowing that they would miss nothing important.

In outdoor activities at least, have your players run from the dressing quarters to the field at the beginning and end of practice. When a player is beckoned during practice, insist that

he run, not walk. This snappiness soaks in. Also, when substituting during games, players should, unless injured, run, not walk, on and off the field.

For disciplinary reasons, many coaches won't permit their players to sit or lie down during practice sessions. While listening or observing, they must either stand or rest on one knee.

Some coaches also ask their players to dress in full gear for all practice sessions regardless of the day or the activity in which they're engaged. For example, in football they're asked to wear all pads and their helmets even the night before a contest. The coaches argue that this isn't only disciplinary, but that it's more realistic since a player *must* wear them in games.

PRACTICE PLANS IN WRITING

Another helpful reminder is to put your daily practice plans in writing and file them for reference during the following years. Practice planning is difficult and last year's plans are handy to have around. Helpful too is a complete checklist to remind you of things you must cover during the season. This can be placed on your office wall for ready reference.

One of the shortcomings of many coaches is that they spend too little time evaluating and placing personnel. Leaders in business and industry consider it of paramount importance to get "the right man in the right job."

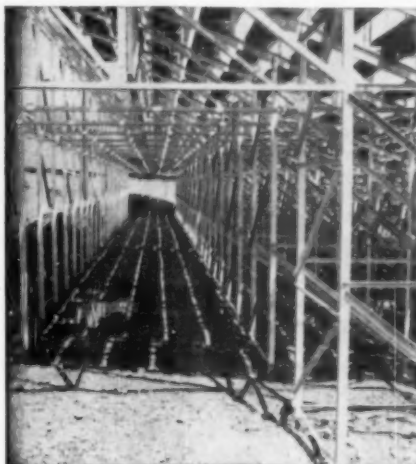
In football, for example, it seems foolish to spend hours trying to develop an effective quarterback out of a boy with no natural ability when perhaps switching, say, an end to that position might solve the problem quickly and effectively. In our experience, such switches from one position to the other has frequently made the difference between a losing and a winning season.

A word of caution is necessary here. You, as well as other leaders, will have "favorites." That's only human. But remember, just "good" boys can't win for you—they must be players, too.

Have you ever heard of a coach getting fired for being too firm on his boys? Probably not. But you have heard of a coach getting fired for being too easy on his players. Lack of firmness in such things as excuses from practices, thorough conditioning, stealing of equipment, and breaking training rules are prime examples. Don't be a "softie." It will get you in real trouble.

Unwise behavior on the bench can also be a coach's undoing. A parent is seldom overjoyed when a coach jerks his boy and gives him a tongue-lashing before the whole crowd. Corrective instruction can and should be made, but the coach must be subtle. Loud swearing and rough treatment of his boys on the bench recently cost one nearby high school coach his job—and after an undefeated season, too!

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An unpardonable sin for the coach on the bench is to snap back at a heckler in the stands. Early in our coaching career we got peeved at a derogatory remark about one of our players. We proceeded to challenge the anonymous heckler. That was a mistake. It seemed that everyone in the stands joined the heckler in making life miserable for us the remainder of the game. Older and smarter coaches don't do this sort of thing.

How often have you heard fans say this about a coach: "If they could just keep him at home during the contests, we could win more games." The most frequent target of such criticism is the coach who gets all excited during the contests. He loses his head at intervals, making bad substitutions and in general thinking poorly, while the critical action is taking place. This is a rather common and serious coaching weakness and frequently spreads to the players.

Care must be taken in pre-planning bench maneuvers during a contest, i.e., sequence of substitutions, game strategy, orderly seating of players by positions on the bench, specific duties of assistants, etc. The chaotic bench scene usually belongs to the losing team.

GOOD CITIZEN

The coach should exemplify the good citizen both by his civic interests and his private life. Although most coaches are busy creatures, they should make every effort to mix and lead in such community interests as church, Sunday School, civic clubs, and Boy Scouts.

While the coach might not be asked to follow the path of a clergyman, he shouldn't divert far from the straight and narrow. His unethical behavior certainly won't develop confidence in him among his players, let alone the parents, school board, and the community in general. All will agree that the coach is a trifle out-of-bounds.

While under the influence of alcohol a few years ago, one of our colleagues in an adjoining town ran into a porch and demolished it. It was a Baptist minister's porch, and the time was Sunday 3 A.M. That opened up a coaching job in that area!

The following is another case of a mistake in the personal life of a coach. The fellow, an assistant in a certain town, moved to a smaller town as head coach. The following year the head coaching job opened up in the town where he formerly assisted. Even though he had the reputation as an excellent assistant, he didn't get the job.

Reason? When moving away from the town to accept the head job, he had left the house he was renting in a very dirty condition. So his former landlord, a prominent man in the community, influenced the school board into not hiring him. His argument was that a coach who mistreated other people's property wasn't the kind of man they wanted to influence

ONLY a singularly astute educator could have turned out an article like this—and that's Don Veller. Formerly head football coach at Florida State University, Don is now a professor of physical education and assistant director of athletics.

the youth of the community. Who could refute that argument?

Many a coach has started off on the wrong foot by not making friends with some important people, namely, the principal, the teachers, and the janitor. The principal in most cases is the boss, so it's obvious that one must get on well with him.

Pages could be written on how and why the coach must make friends with the teachers. Suffice it to say that a teacher will be flattered by your interest in his or her subject area. A coach must also work hard to be friendly and to speak and write correct English. Many teachers still picture a coach as "just another dumb athlete." Surprise them!

A word of praise, or a game ticket now and then will go far toward winning over the janitor. Cold showers, dirty dressing rooms, unmarked fields are three of the many results of an uncooperative maintenance man.

While this article cannot elaborate on safety, two or three words of advice can be given. If a doctor cannot be made available during practice sessions, have a telephone immediately available. Near the phone, in large blown-up figures, list the numbers of three or four doctors and an ambulance facility.

How often have you heard the P.A. announcer at a football game blast out with, "Will a doctor please report to the bench?" It not only scares all the mothers, but it indicates poor planning. Arrange in advance to have a doctor on each bench.

To summarize, then, the successful coach will need to develop, among other things, a cooperative relationship with the people of the community, the parents, and the principal and other school colleagues. In addition, he must inculcate sound principles of psychology in his teaching, be able to control himself under duress, and set a good example by his own personal behavior.

However, if there's any one single item that is most important to the coach, it is surely the establishment of a favorable rapport with his players. If they both like and respect him, they'll play hard for him.

In conclusion may we say again that there are many more important facets to successful coaching than fancy plays and tricky defenses. Success will come your way only when and if you place the proper emphasis upon developing these less-heralded facets.

Distance Training

(Continued from page 42)

for the athlete to gradually get used to a speed slightly faster than he'll need in his race, and yet long enough to be identified with his racing action.

It was felt a year or so ago that to be a top class distance runner it would be necessary to spend many hours each day "getting in the mileage." Using the short recovery idea, time spent in training is greatly reduced and the quality is greatly improved.

25 x 440 (68)—[220]—takes about 51 minutes to carry through, and 10 x $\frac{1}{4}$ mile (3.45)—[440]—takes less than an hour. So if you add on 20 minutes for warming up and 10 minutes to jog off, the longest exercises in Perkins's schedule can be done in less than an hour and a half.

The schedule doesn't change greatly as the track season approaches except that slightly more formal work is introduced and the fast phases are all speeded up slightly, so that even the $\frac{1}{4}$ mile work is done ultimately at a speed slightly faster than average racing pace. Variations of pace to combat sudden challenges and to hold sustained bursts on the part of the opposition must be introduced.

Of course the fast recoveries are easier for the long distance runner, but I believe that even for quarter milers up to milers it's important, particularly when thinking of the stamina side of training, to pay strict attention to the recovery interval.

STRENGTH

The majority of distance runners are insufficiently developed in the upper body and I believe that the building of tougher skeletal muscles is important, and that exercises such as presses, curls, etc., with reasonably heavy weights, should find their way into distance runners' schedules. Perkins includes this work after his running on Mondays and Wednesdays.

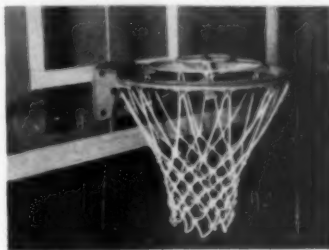
It must be remembered that in England running tracks are few and far between, thus many of our distance athletes have to train on the countryside. Also, we have a tremendous tradition of cross-country racing. Many thousands of runners turn out every week-end to race for their clubs up and down the country.

This cross-country season, which starts in October and finishes in March, affords a magnificent background and incentive to our distance runners. In much the same way, I'm sure the indoor season gives a winter boost to American athletes.

Athletes who run in the $\frac{1}{2}$ and mile on the track usually ease out of cross-country races in January when the races get long (up to 9 $\frac{1}{2}$ miles) and the going underfoot gets heavy. Most of our 3 milers and 6 milers go right through the season which culminates in the national cross-country championships in March.

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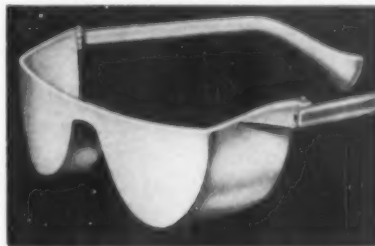
This phase has been neglected. Have your tall men work on this. The results will be worthwhile.

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New Books on the Sport Shelf

• **ENCYCLOPEDIA OF BASKETBALL DRILLS.** By Gardland F. Pinholster. Pp. 228. Illustrated—diagrams. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

DRILLS are the bread, butter, and spice of the coach's practice life, and the wise mentor won't think of embarking upon a season without a full complement of drills for every occasion.

That's what makes this book so invaluable. Prepared by a coach successful on both the high school and college levels (now coaching at Oglethorpe U.), it embodies over 250 drills on every phase of play.

The drills are organized into four sections: (1) Conditioning, practice, and warm-up drills; (2) Drills for teaching offensive fundamentals, (3) Drills for teaching defensive fundamentals, and (4) Tactical situation drills.

Somewhere in the 18 big chapters, you'll find several drills on anything you want—no matter what it is. Each chapter starts with the simple drills and progresses to the more complex ones.

Coaches as well as gym instructors will find this book a distinct aid in organizing practice, saving time, improving ability, and making practice fun.

• **ADMINISTRATION OF SCHOOL HEALTH AND PHYSICAL EDUCATION PROGRAMS** (2nd Edition). By Charles A. Bucher. Pp. 470. Illustrated. St. Louis: The C. V. Mosby Co. \$5.75.

PUBLISHED originally in 1955, Bucher's superb volume has been thoroughly revised to bring the material up to date and incorporate the latest trends.

Much new material of special interest to students and professional leaders has been included, and two new chapters added. One entitled, "Administering School Fitness Programs," is in keeping with the current stress on fitness; while the other, "The Adapted Program," rounds out the detailed discussion of all phases of school health and physical education programs.

In addition, the chapter on Community Recreation has been completely rewritten, and new material has been introduced in each of the other sections. Readers will derive an enormous amount of benefit from the latest practical materials on General Administrative Principles, General Educational Administration, Legal Liability, Measurement and Evaluation, Public Relations, and Facilities.

• **TOUCH FOOTBALL.** By John V. Grombach. Pp. 125. Illustrated—photos and diagrams. New York: The Ronald Press Co. \$2.95.

BASED on a recent survey of over 2,500 schools, colleges, and military installations, this volume describes the various versions of touch football as it is played all over the United States.

Excellent for both player and coach, *Touch Football* presents a brief history, the fundamentals (with pictures), basic formations and plays (with diagrams), theories of offense and defense, tactics and strategy, and safety suggestions to reduce accidents and injuries.

Also included is a group of the finest touch football rules so far compiled.

In covering the various versions of touch football for mass participation (intramural, inter-school, inter-collegiate, or inter-service), this volume serves as a fine comprehensive guide to those responsible for the activity program.

Chalk up a touchdown for the author. A former collegiate athlete and Olympic participant, Grombach has written many manuals and books on sports subjects, including the first generally accepted text on touch football (in 1942).

Miscellaneous

• **Basic Skills in Sports** (2nd Edition). By David A. Armbruster and Leslie W. Irwin. Pp. 333. Illustrated. St. Louis: The C. V. Mosby Co. \$3.95. (A complete digest of source material—history, rules, facilities, and techniques—on 27 popular sports.)

• **The Judo Instructor.** By M. G. Harvey. Pp. 121. Illustrated. New York: Emerson Books, Inc. \$2.50. (An authoritative guide to the sport by one of the country's top experts.)

• **British Publications** being distributed in the U. S. by SportShelf, 10 Overlook Terrace, New York 33, N. Y.:

• **Instructions to Young Fencers.** By Gillian Sheen. Pp. 93. Illustrated. \$3.75.

• **Teach Yourself Self-Defense.** By Eric Dominy. Pp. 191. Illustrated. \$2.
• **Diving Instruction.** By N. W. Sarsfield. Pp. 158. Illustrated. \$3.25.

• **Swimming Instruction.** Official Textbook of England's Amateur Swimming Assn. Pp. 143. Illustrated. \$2.75.

• **International Athletics (Track) Annual, 1958.** Edited by R. L. Queretani. Pp. 208. \$1.75.

Individual Stunts

(Continued from page 8)

bling toward a teammate about half speed. The pressing type of guard will likely make a stab at the ball. Try to sucker him into doing so. Soon as he makes his move, push-bounce the ball to the teammate, come down hard off the front foot, and drive toward the basket off the other member.

"Moping" play. Move around casually, always watching the ball. Now edge a little closer to the ball in position for a possible pass. Your man may close in looking for an interception. Then, as fast as you can, cut by him for the basket. With a fast pick-up, you can leave the man flat-footed.

Change-of-pace dribble. Dribble upcourt at a moderate rate of speed. Wait until your man moves in fairly close, then suddenly accelerate the dribble to full speed.

Change-of-direction dribble. Start dribbling to the left or right at about half speed. As your man moves in, throw your weight on the front foot, then quickly shift gears to the opposite direction. Push the ball to that side, step in that direction with the rear foot, and drive down that side with a change of dribbling hands.

A good shot is a bedrock "must." It doubles the threat of the rest of your game. If you can hit from outside, your guard must come in on you—exposing himself to any number of stunts.

Fake shot and drive. If the guard is playing you loosely to protect against your stunts but comes in fast when you get set for a shot, try this one. Simply fake the shot with an eye fake and slight shoulder lift, bending the knees slightly but keeping the ball still. Then take a long step with the front foot and drive by him as his weight comes forward or he moves toward you.

Fake drive and shot. Fake a drive by lunging with the front foot and coming down. The guard will quickly fall back, often dropping his hands to keep on balance. You can then come back to position and shoot a one-hander. This is a good stunt against particularly tenacious guards.

Double fake and drive. This is a good one with which to follow up the preceding stunt. First fake a drive with a long step. Then come back and poise for a shot by moving the front foot slightly back. A slight knee dip and a good eye fake may be the convincer—encouraging the

106 WEARS MANY SHOES and WINS every time!

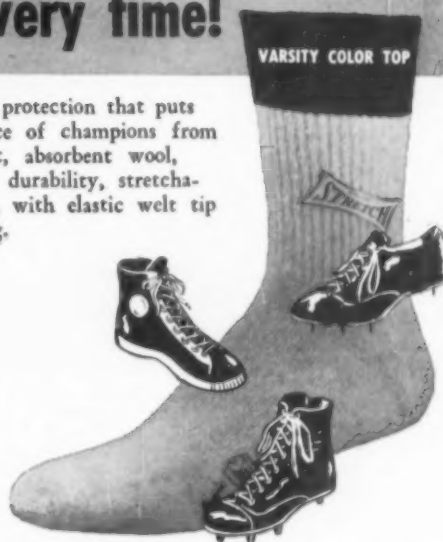
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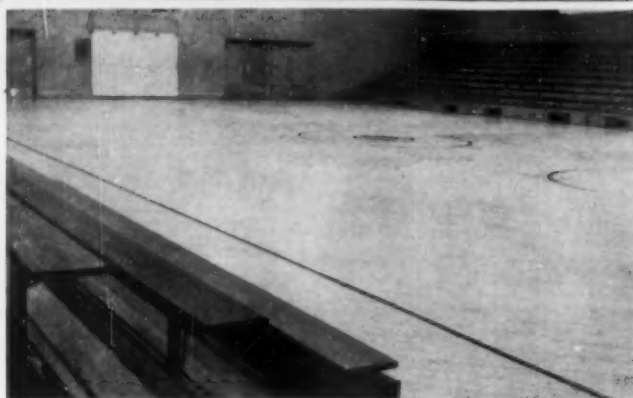
*Photo of 2 Bradley Column Showers (intermediate height, 5', 6"), Spencerport, N. Y. Elementary School. Standard height is 6' and junior height 5'. Finished in vitreous enamel, six beautiful colors and white. Also available in stainless steel.

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guard to raise his hand and shift his weight forward. As soon as he does, drive off the back foot, placing the ball way out in front on the first dribble.

Hesitation drive. Take a half-step lunge with the front foot, and come to a stop, looking up at the basket as if preparing for a jump shot. If your man closes in on you, suddenly continue the drive for the basket.

Fake left, drive right. Upon receiving the ball, fake deep to left with the ball, head, shoulder, and left leg. As the guard shifts to cover the apparent drive to the left, cross-step deeply with the left leg and drive, keeping the body low between the opponent and the ball.

Double fake and drive. Fake to the left with the shoulder and ball, then fake to the right with the right foot and shoulder. This should bring the man over to the right, particularly if he has been set up with the preceding single feint. As he shifts his weight to your right, cross-step with the right foot and drive down the left side, keeping the body low between the guard and the ball.

General tips on individual offense:

1. Never stand still, doing nothing. Always keep moving. That way you'll tire your guard and set him up for your stunts.

2. Avoid the habit of taking a short bounce-dribble as soon as you receive the ball. This slows up the offense and ties you up. A smart guard will immediately close in on you, and you can no longer dribble by him.

3. Don't become dribble-happy. Dribbling is like candy. Some of it is good for you. Too much can make your offense sick. A teammate might break into the open while you're dribbling around.

4. Always look for a chance to run your guard into a post.

5. Keep your head up at all times, looking for a free cutter.

6. Whenever you break into the clear, wave an arm to draw the ball-handler's attention. Yell if he isn't looking at you.

7. If a much shorter guard switches to you, it's occasionally advantageous to take him into the post and call for the ball. But don't overdo this. You don't want to disrupt your team pattern or force the opponents into a tougher defense—particularly if your attack has been clicking.

8. If your guard is unexpectedly poor on defense, call a time-out. Inform your teammates about the guard's weakness and have them keep feeding you the ball. (Note: With many teams — and that includes my own—only the coach can

call for time. We also depend upon the scouting report for opposing weaknesses and the exploitation of them.)

9. Don't keep running in a straight line; zig-zag, use quick starts and stops.

Stitch in the Side

(Continued from page 53)

sive strappings, etc.); there should be no pressure of any kind on the abdomen. Spasm tends to reoccur on pressure and perpetuate itself as a continuous contraction which is both painful and immobilizing.

5. When the athlete is permitted back on the playing field, instruct him to run with his mouth closed to prevent air-gulping. Give him and make him adhere to strict rules on conditioning and exercises and warmup before permitting him to return to competition. He should be under wraps for all exercising to avoid chilling.

With these simple factors in mind, an observant coach and trainer can deal with that "stitch in the side" as it occurs over and over in sports. Their course of action with an athlete having this problem may not only give confidence but gain confidence. It may make the difference in keeping an athlete "out for the team" or kill his desire for competition.

In any event, knowing the causes of that "stitch in the side" is the ounce of prevention that prevents a pound of cure. If you're having your doubts, call the team physician immediately. Maybe that's the stitch-in-time that saves nine.

X-Country Gimmicks

(Continued from page 38)

ous about this particular race. This type of highly publicized "gimmick" race, adapted to local situations, might have tremendous possibilities for the coach willing to try something new.

Cross-country is a fine competitive sport; it needs no justification for its inclusion in an athletic program. But it does need help in attracting participants and in building enthusiastic acceptance in the community.

These few suggestions, I hope, will indicate how broader student participation and greater spectator appeal can be developed together through imaginatively adapting distance running to the needs of particular situations.

MASTER COUPON

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FAIR PLAY (49)

- ☐ Information on Electric Basketball and Football Scoreboards

FENNER-HAMILTON (69)

- ☐ Catalog on Gym-Master Line of Trampolines

GENERAL ATHLETIC (63)

- ☐ Information on Basketball Uniforms

H. & R. MFG. CO. (63)

- ☐ Booklet on Dry Line Markers for All Sports

HARVARD TAB. TENNIS (51)

- ☐ Table Tennis Tournament Kit

HILLYARD CHEMICAL (4)

- ☐ Specifications Sheet on Trophy Gym Finish

HODGMAN RUBBER (53)

- ☐ Catalog on Sideline Parkas, Hooded Capes, Warm-Up Jackets, etc.

HUNTINGTON LABS. (27)

- ☐ Folder, "The Key to Gym Floor Finishing"
☐ Manual, "How to Sweep and Mop Floors"

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- ☐ Illustrated Seating Catalog

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- ☐ Information on Award Sweaters

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☐ Monthly Bulletin, "The Observer"

JAYFRO ATH. SUPPLY (80)

- Catalog on
☐ Steel Chain Nets
☐ Tetherball Sets
☐ Aluminum Standards

JENNISON-WRIGHT (29)

- ☐ Information on Kreolite Flexible Strip End Grain Wood Block Flooring

KRETSCHMER (55)

- ☐ Booklet, "Suggested Ways of Feeding Wheat Germ to Athletes in Training"

MARBA (75)

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- ☐ Catalog on Control Key Combination Padlocks

MEDART PRODUCTS (25)

- Catalogs on
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☐ Basketball Backstops and Scoreboards
☐ Locker Room Equipment
☐ Gymnasium Apparatus

MOHAWK VALLEY SPTS. (75)

- ☐ Information on Basketball Rebounding Baskets and Dribbling Blinders

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- Electric Scoreboards and Timers
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☐ Football Catalog

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- ☐ Price Circular on Jim-Flex Gym Mats
- ☐ Circular on Floor and Wall Mats and Covers, Baseball Bases

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- Complete information on
- ☐ Passing Training Balls
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- ☐ Camera-Projector Combin.

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- ☐ Catalog on Swim and Pool Equipment

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- ☐ Information on Medicated Cream for Athlete's Foot

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- ☐ Literature on Non-Electric Whirlpool Bath Unit

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WILSON (6)

- ☐ Catalog

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(Principal, coach, athletic director, physical director)

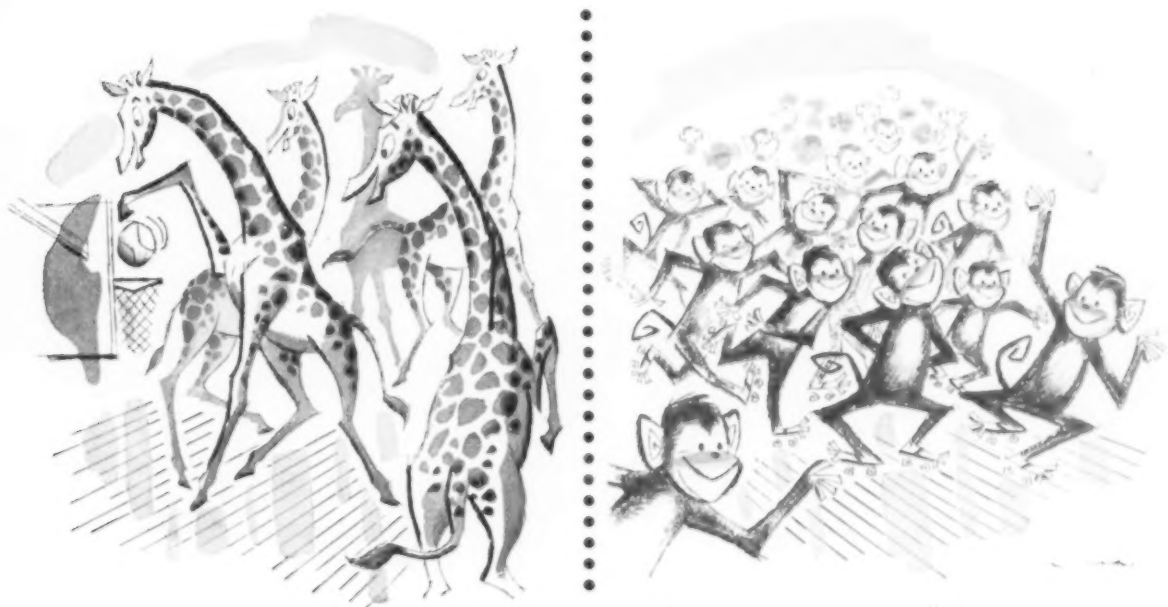
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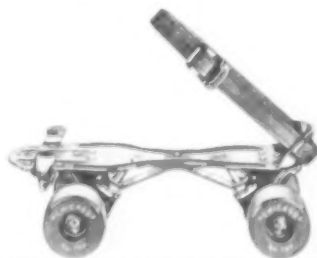
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